DOCUMENT RESUME

ED 045 587 SP 004 481

AUTHOR	Abbott, Margaret
TITLE	Teacher Aide Training Program, Grand Forks, North Dakota, 1970.
INSTITUTION	Grand Forks Public Schools, N. Dak.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
PUB DATE	70
NOTE	107p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$5.45
DESCRIPTORS	Audiovisual Aids, Elementary School Teachers, Individualized Instruction, Library Skills, Secondary School Teachers, *Teacher Aides, *Teacher Education Curriculum

ABSTRACT

This document contains a program description, curriculum outlines, and evaluation of the 2-week summer preservice program (June 15-26, 1970) to train 30 teacher aides who would support teachers, allowing opportunity to personalize and individualize instruction for children. The program operation, objectives, and procedures for selecting trainees are briefly described. Objectives and course outlines are presented for each part of the curriculum: elementary science, math, language arts, social studies, and miscellaneous; secondary science, math, English, social studies, and miscellaneous; library skills; audio visual; and clerical skills. The evaluation section contains brief course evaluations written by the respective instructors, the director's evaluation, and short evaluations written by 13 trainees. (SP 003 425 reports the 1969 program.) (JS)

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TEACHER AIDE TRAINING PROGRAM

GRAND FORKS, NORTH DAKOTA

1970 - 1971

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PREFACE

HELP!!! A frantic cry has gone out to the public for assistance in working with the students in our classrooms. The role of the teacher is changing radically, and the term "teacher aide" is being commonly used by educator and student alike.

A great number of eager specialists have willingly accepted the challenge of working with teachers and students by becoming qualified for a role which will benefit everyone concerned. The Grand Forks Public School District and E.P.D.A.-B2 made possible the curriculum and training program in an attempt to prepare aides in a broad sense for their part in the education of our youth.

This report is prepared in such specific detail with the hope that other school districts will benefit from the Grand Forks experience.

Arnold E. Bakke

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TEACHER AIDE TRAINING PROGRAM

EPDA - B2

It was with anticipation and enthusiasm that the Grand Forks schools accepted the opportunity to conduct a teacher-aide training program for the second time under EPDA-B2. In line with project proposal suggestions, the in-service phase of the Grand Forks program was strengthened and emphasis on the pre-service lessened.

From June 15 through June 26, 1970, pre-service training classes were conducted at Grand Forks Central High School using the Grand Forks Summer School Program to implement some phases of the training. The hours were from 7:00 a.m. through 4:00 p.m. each day.

Contracts were used as a teaching device in all possible classes. Those classes which did not have contracts set up behavioral objectives. The first contract for each group was the basic contract on the use of contracts and behavioral objectives.

Teacher consultant, Mrs. Dorothy Sparks, talks with trainees.

The schedule called for three discussion sessions of one-half hour each. At the first session, experienced aides served as special consultants, and experienced teachers appeared as special guests at the second session. The third session, scheduled with trainees and instructors, did not materialize because of the lack of time. At no time did the discussion groups include more than ten people.

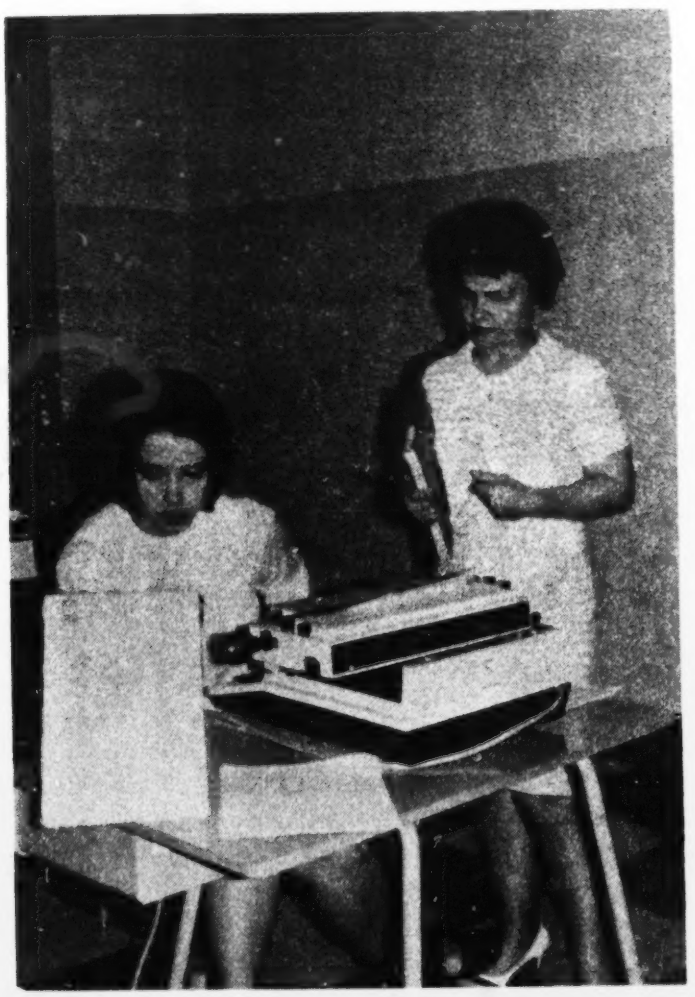
Trainees at a discussion session
with experienced aide

The class periods were 50 minutes long with a 10-minute break between classes. The classes were informal and coffee was available to take to class.

The lunch hour was closed, from 11:00 a.m. to 12:00 noon. It was an eat-and-idea session, with coffee and pop served. The aides themselves were in charge and were free to invite guests to share the "talk" sessions. Instructors attended this lunch-idea period only on invitation.

While the schedule was set up so that each aide was assigned to a certain class, the time was flexible and they could attend other areas when they felt it was of greater benefit to them. For example: last year the trainees felt that more time in A.V.

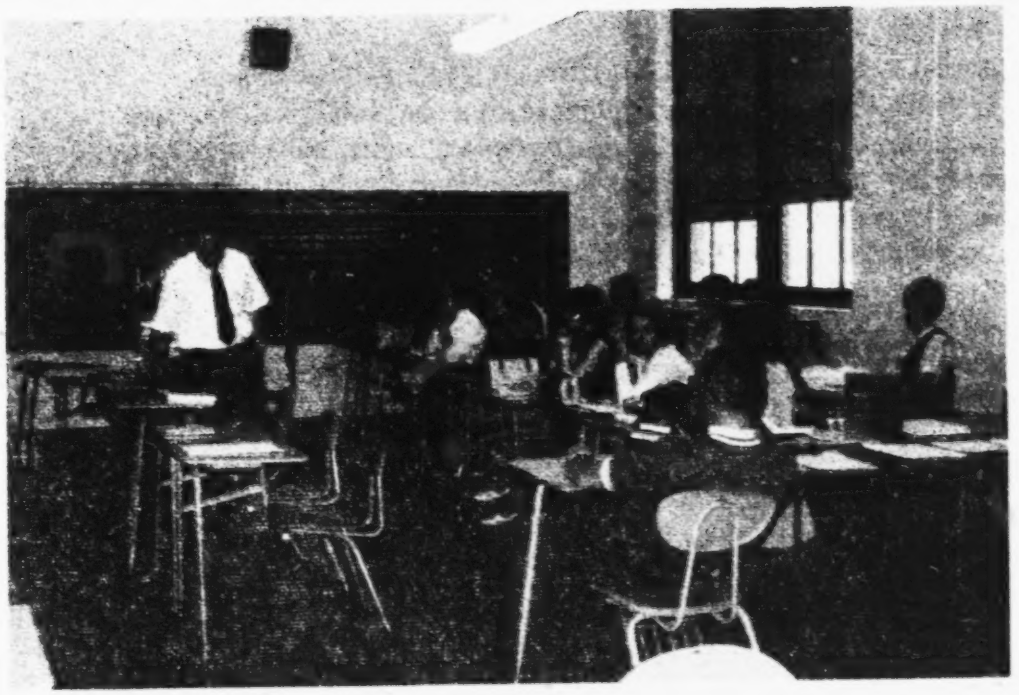
and clerical would have been desirable. Therefore, the schedule this year allowed two extra hours in both of these areas. The clerical instructor was free to work with aides from 12:00 to 2:00 p.m. and the A.V. instructor held open shop from 2:00 p.m. to 4:00 p.m. The library instructor had an open period from 2:00 p.m. to 3:00 p.m.



Clerical instructor, Mrs. Ruth Peterson, gives individual help.

The aide training this year was held in the same building, Central High School, at the same time as the Grand Forks Summer School. In this way the aides got some practical service even during this pre-service training. The clerical classes, for instance, were called clerical-practicum and gave aide to the summer school faculty. The aides also served in the "Core" resource center.

The training school instructors were able to select and employ the consultants they felt could be of greatest assistance to them. Each instructor had available twenty-five dollars to hire consultants.



Consultant Dr. Don Mrdjenovich
talks with secondary trainees.

The four workshops to be held during the school year will have emphasis and content taken from needs as expressed by the aides. These workshops will involve the entire professional faculty.

While it appears that there will be funds to pay an in-service stipend for only seven weeks, the in-service training will extend for the entire school year.

Objectives of the Program

Educators are aware of the ever-increasing need for individualizing instruction, but the available materials and pupil-teacher ratio do not allow sufficient opportunity for them to provide interesting individualized programs. It is the role of the teacher aide to help supply this opportunity and to support the teacher as she strives to personalize instruction for children. An aide provides an extra pair of hands to comfort, steady, reassure, and perform the many tasks required to make available at the "right" moment the materials of instruction that stimulate, clarify or reinforce learning. Hers are the extra eyes that help the teacher to "see" the aggressive, the assured, the frightened, the happy, the hungry,

the withdrawn, the bewildered, the frustrated--all the responses of children to the varied experiences within the course of each day. With training, the aide learns to listen and to assist the teacher to identify the needs of the pupils. An aide who with guidance and direction grows in the understanding of children and curriculum can become a partner in the education of children and can grow in the ability to participate actively and purposefully in the learning-teaching process.

As for the teacher, working with a teacher aide means positive change in her professional life. She will spend less time with routine matters--less checking class attendance, less correcting of objective type test papers, less collecting of forms and money, less preparing of audio-visual materials.

Having an aide will upgrade the teaching role and increase effectiveness. There will be a preparation of purely professional materials on a broader basis. There will be more time to guide and instruct individual students or to plan special remedial exercises for small groups. There will be more time to think, to be creative, to diagnose--in a word, to teach.

Trainees--Connie Sannes, Gayle Hart, Daphine St. Germain--think about ways to be creative.

Success stories concerning pupil gains and increased teacher effectiveness where teacher aides were involved in the program have created a growing demand for teacher aides. However, research points to a need for aide training and in order to fill this need this project attempted to provide short-term training for persons not now engaged in education. Upon completion of this training, they are qualified to serve as teacher aides in elementary and secondary schools.

The specific objective of this project as submitted was to train thirty (30) aides; however, may we suggest that any multiple of thirty could be trained at a lesser cost since the curriculum is developed.

Procedures for Selection of Trainees

Trainees were recruited through letters to school districts in the Grand Forks region of North Dakota. Qualified aides for teachers and children are available anywhere in North Dakota.

Criteria for selection was general as the standards for selecting an aide for a specific position are dependent on the nature of the position. The program looked for such qualities as:

Emotional stability
Fondness for children
Positive attitude
Enthusiasm
Ability to work with children
Good health
No ethnic prejudice
Specific skills and talents
Typing ability if possible

(In regard to clerical assistants, competency in typing ability was a must.)

An important phase of the selection was a personal interview with an administrator of the participating school district. Through informal conversation and questioning the prospective trainee's personal qualifications manifested themselves. The candidates selected were real persons--open, warm and human individuals who liked children. Specific educational attainment and prior experience were not demanded.

In line with the purpose of national EPDA-B2, that is to give opportunity and assistance to disadvantaged persons, a very real effort was made to include some individuals despite meager "qualifications."

Specifications

Persons successfully completing the training program were employed by the local education agency.

The local agency ensured that the applicant had appropriate prior education; showed promise of being able to serve, met citizenship, physical, and moral standards; and demonstrated mature, adult relationships in community, life, and interpersonal relationships.

To assure that the pre-service and in-service programs provide teacher aides with the necessary training to perform the duties that will increase the effectiveness of classroom teachers, regular evaluation and planning periods will be held with administrators, supervisors, teachers, and aides on how teacher aide teams are operating during the in-service training phase of the program.

Consultants

Mrs. Helen Coulon, Teacher Aide, Carl Ben Eielson Elementary School

Charles Gates, Teacher, South Junior High School

Larry Hoiberg, Principal, Washington Elementary School

Mrs. Merle Kvamme, Teacher, Nathan Twining Elementary School

Mrs. Clarine Lian, Teacher Aide, J. Nelson Kelly Elementary School

Mrs. Jane McMiller, Teacher Aide, Carl Ben Eielson Elementary School

Mrs. Dorothy Sparks, Teacher, J. Nelson Kelly Elementary School

Mrs. Jean Taylor, Teacher Aide, South Junior High School

Mrs. Margie Wells, Teacher, Carl Ben Eielson Elementary School

Mr. Charles Zick, Teacher, Carl Ben Eielson Elementary School

Dr. Wayne Worner, Superintendent, Grand Forks Public School District #1

Dr. Harold Bergquist, Assistant Superintendent, Grand Forks Public School District #1

Dr. Don Mrdjenovich, Assistant Superintendent, Grand Forks Public School District #1

Mr. James Van Camp, Principal, Central High School

Mrs. Merle Kvamme, teacher consultant talks with trainees.

ELEMENTARY SCIENCE

Rosemary Wiley

Objectives

1. To enable the aide to assist the teacher in helping children to understand some generalizations or scientific principles that they can use in solving problems in their environment and help to create in children an interest in and an appreciation for the world in which they live

2. The aide will:

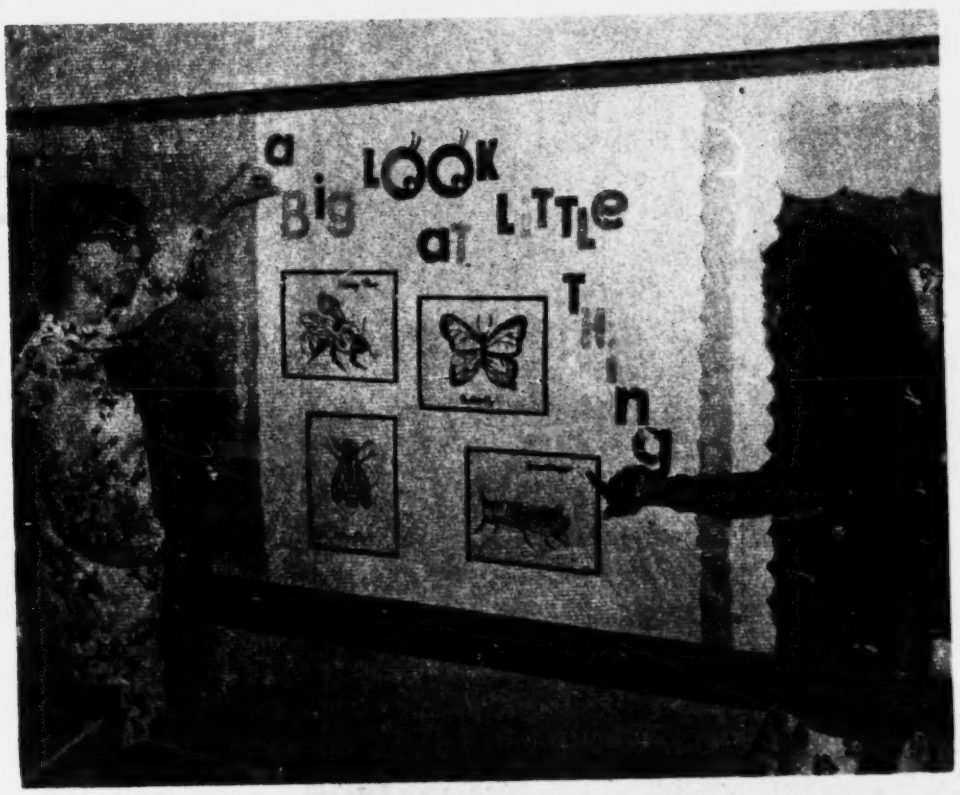
   a. Develop a useful scientific vocabulary

   b. Learn audio-visual methods

   c. Assist the teacher in conducting scientific experiments

   d. Construct science bulletin board

   e. Be able to answer some of the many questions pupils ask



Aide trainees, Marilyn Chenarides and Chris Schneibel, construct a science bulletin board.

Course Outline

I. Working creatively with children in science

II. Guiding creative development

III. Kindergarten: Science Is Wondering

Discussing: Kindergarten interest
Kindergarten vocabulary
Bulletin boards
Field trips

IV. Primary I: Science Is Fun

a. Planting
b. Field trips
c. Use of microscope
d. Weather (graphs)
e. Filmstrips
f. Transparencies

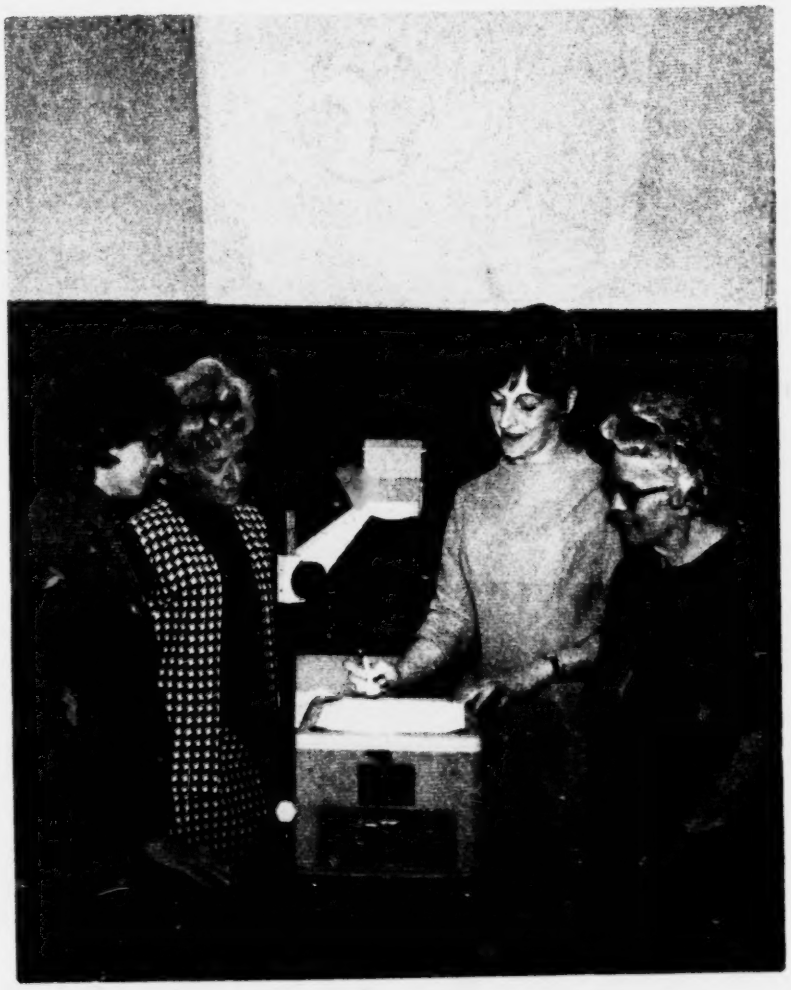
Mrs. Rosemary Wiley, science instructor, discusses trainee-constructed interest center with trainees Ruby Benson and Margaret Ellertson.

V. Primary II: <u>Science Is Learning</u>

a. Seasons
b. Heat
c. Wheels
d. Night and Day
e. Animals
f. Experiments

VI. Primary III: <u>Science Is Exploring</u>

a. Living things
b. Electric current
c. Making and hearing sounds
d. Earth's surface
e. Moon and stars
f. Machines
g. Raising living things
    1. Experiments
    2. Science kits



Trainees Lois Bell, Dorothy Barsness, Olive Richer and Elizabeth Kasprowicz try out science transparency they have made.

VII. Grade Levels 4, 5 and 6: Why? What? How?

Reinforcing what we have learned in primary grades

a. New Scientific Vocabulary

1. Plants
2. Animals
3. Human body
4. Conservation
5. Energy and physical change
6. Chemical changes
7. What things are made of
8. Atomic energy
9. Flight and Space travel

ELEMENTARY MATH

Daniel O'Shea

Inasmuch as the two-week period is hardly enough time to consider Mathematics in any depth, the program will be one of exposure to the basic facts and modern procedure.

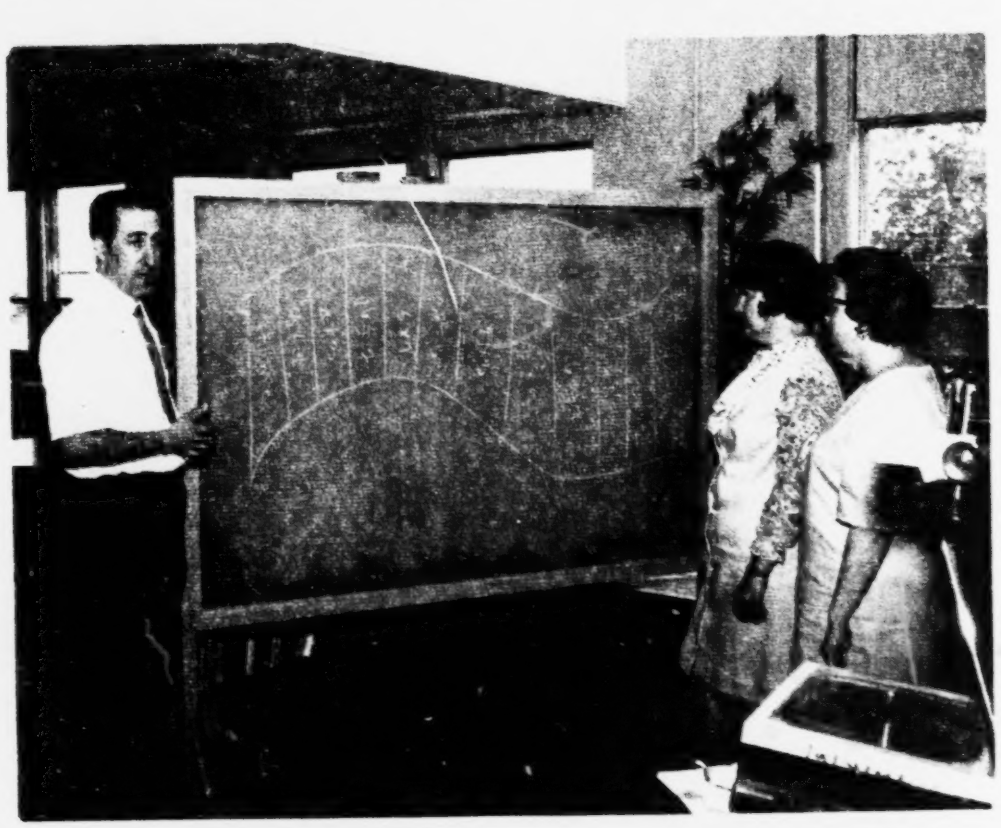
Objectives

1. To review the addition algorithm, contrasting traditional methods with modern procedures

2. To review the subtraction algorithm--demonstrating procedures of regrouping and renaming

3. To review the multiplication algorithm--demonstrating modern techniques of meaningful multiplication

4. To review the division algorithm--demonstrating practices which assist students in accurate division



Mr. Dan O'Shea, math instructor, teaches aide trainees Daphine St. Germain and Mildred Kirchoffner a math game.

5. To learn games and activities which teacher aides may play or practice with students to reinforce skills which have been taught by the teacher

6. To study kits and materials used in "individualized mathematics"

7. To learn the role of the aide in the individualized mathematics "Prescriptive Teaching"--learning system

ELEMENTARY LANGUAGE ARTS

Mary Lou Cochran

Objectives

Teacher-aide trainees will become familiar with materials and procedures for instruction in the area of elementary language arts so that they will have a background of information and skills which will enable them to work effectively under the direction of the classroom teacher.

This familiarization and enrichment of background will be achieved through the following:

1. Reading, examining, and studying the basic reading texts used by students and teachers in grades K to 6

2. Becoming familiar with word-attack skill lessons by using audio-visual aids and commercially prepared phonics drill materials

3. Developing an understanding of the terms a contract contains through experience in dealing with a language arts contract

4. Participating in a discussion with a consultant in the area of language arts and dealing effectively with children who have special learning problems

5. Preparing a personal resource language arts book including presentation techniques, motivational suggestions, and ideas for initiating:

   a. a reading interest center
   b. creative writing by children
   c. effective techniques in guiding handwriting skills
   d. oral language experiences
   e. good listening habits

Achievement of the objective will be seen in the performance of aides as they fulfill their job responsibilities.

Mrs. Mary Lou Cochran, elementary language arts instructor, oversees trainees Dorothy Barsness, Olive Richer and Chris Schneibel preparing personal resource books.

Course Outline

I. The basic reader approach to teaching reading:

A. Word attack skills

1. Word form
2. Structural analysis
3. Context clues
4. Picture clues
5. Phonetic analysis

II. Other approaches to teaching reading:

A. Linguistic approach
B. I.T.A.
C. Words in color
D. Programmed reading
E. Diacritical marking
F. Language experience

Mrs. Cochran, with trainees Lois Bell and Ruby Benson, examine materials useful for reinforcing word attack skills

III. Examining materials useful for reinforcing word attack skills

IV. Creative Writing:

A. Incorporating creative writing in the total program
B. Techniques in dealing with children

V. Handwriting Skills:

A. Becoming familiar with materials
B. Techniques in dealing with children

VI. Oral Language:

A. The role of oral language in the language arts program
B. Techniques in dealing with children

VII. Listening Skills:

A. The value of story time
B. Techniques of presenting stories to children

VIII. Reading Interest Center:

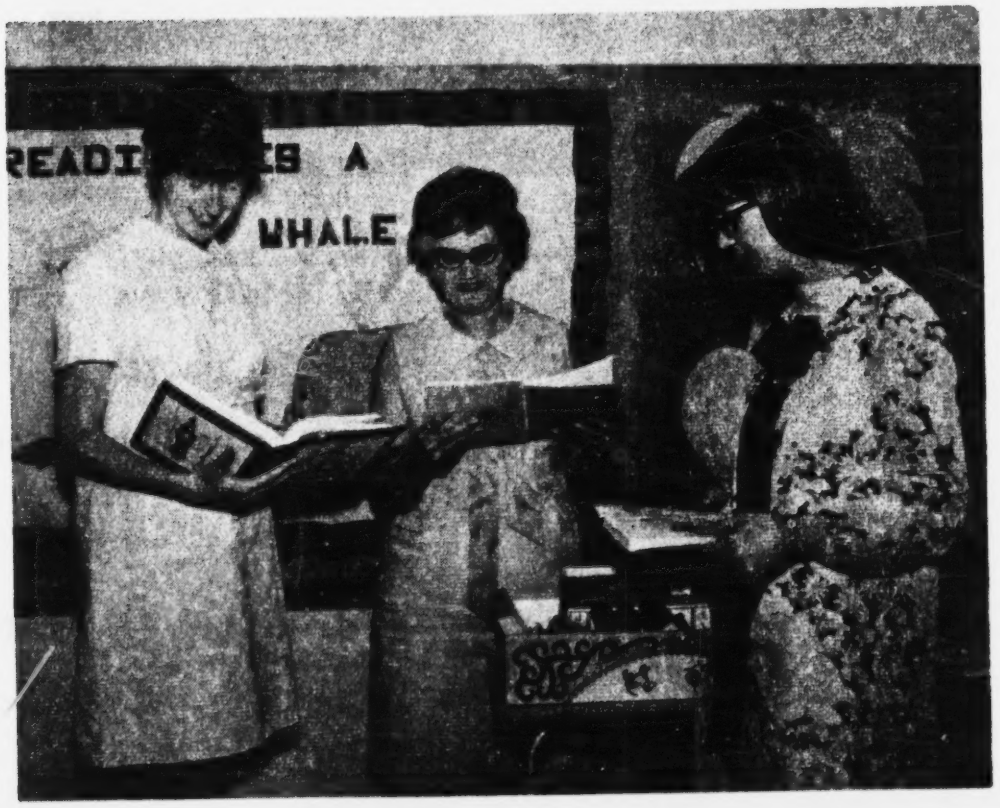
A. The role of bulletin boards

B. Motivating reading in general, and motivating independent reading

IX. Finger Plays and Poems:

A. The value of poetry and finger plays in language arts understandings

B. Techniques in working with children



Reading interest center

Each trainee will select one language arts area and will research that area and prepare some presentation techniques and/or motivational suggestions to be distributed to all elementary trainees and included in each one's resource book. The following list of titles includes some books which will be available along with other materials for this research:

Phonics in Proper Perspective, Heilman

A to Z Phonics, Cooke

How to Teach Reading, Botel

Language Experiences in Reading, Level I, II, III,
Van Allen

Handbook for the Volunteer Tutor, Rauch

Skill Games to Teach Reading, Bloomer

100 Blackboard Games, Landin

Slithery Snakes and Other Aids to Children's Writing,
Petty

Listening Games, Wagner

Classroom Activities, Stuart

Finger Play Poems, Fletcher

ELEMENTARY SOCIAL STUDIES

Jerry Abbott

Objective

The main objective of the elementary social studies section of the summer teacher aide training project was to alert all participants to the world macro-problem, and to give them some tools for dealing with it. (Note: The "world macro-problem" refers to the cultural shock resulting from the conflict between technological advances and human inability to adapt to them.)

Following are some of the tools:

1. A new model of communication, including

   A. Reflective listening
   B. Congruent forthright sending showing ownership

2. Activities which cause one human being to invest interest in another

3. A new problem-solving model that will resolve conflicts and move beyond symptomatic behaviors to the hidden problem, so that it can be resolved

4. Techniques that will build bonds of trust between human beings

Secondary to the main objective was that of familiarizing each participant with the materials of the social studies teacher. These include:

1. Textbooks
2. Multi-media kits (homemade)
3. Units of study
4. Commercially prepared kits
5. Contracts

Course Outline

1. Inspiration and Motivation

   A. Motivation is at the heart of all good teaching. I tried to motivate and inspire all participants to become so excited about social studies that they in turn would motivate and inspire the students they teach.

Mr. Jerry Abbott, social studies instructor, discusses a kit with Ruby Benson and Chris Schneibel

2. Communication

   A. Model for the basic structure of communication (encode, decode, message, field of experience, etc.)

   B. A new model for the structure of communication as developed by the people of Self-Enhancing Education. (see main objective)

3. Creativity

   A. Principles of creativity

   B. Creative teaching of the social studies

4. Objectives

   A. Why do we need objectives?

   B. Old methods of stating objectives versus behavorial objectives

5. Textbook approach to the Social Studies

   A. Textbook program as it is used in the Grand Forks system

   B. Creative use of the textbook

6. Approaches that supplement the textbook

   A. Kit approach

   B. Centers approach

   C. Unit approach

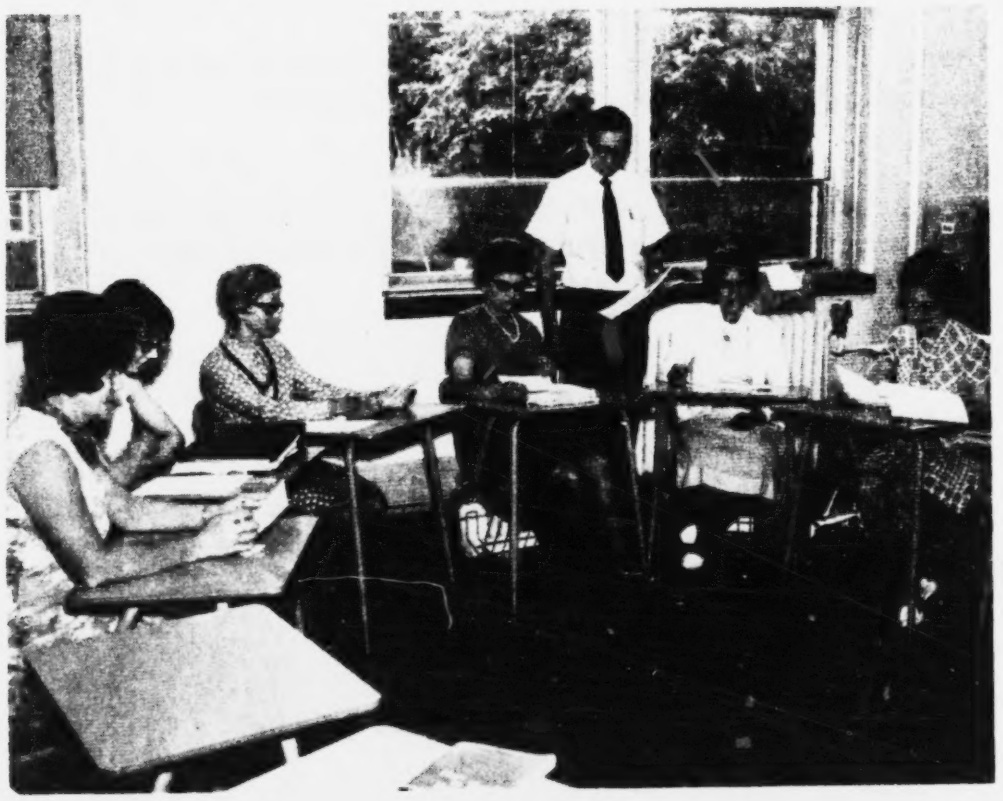
   D. Thematic approach

7. Kits in the Social Studies

   A. Intermediate Social Studies packages

   B. Map and Globe skills kits

   C. Cycloteacher



Mr. Abbott acquaints elementary trainees with a contract.

8. Contract teaching

   A. Behavorial objectives

   B. Components of contracts

   C. Numbering system of contracts

9. Miscellaneous

   A. Field trips

   B. Free materials

   C. Bulletin boards

   D. Newspaper in the classroom

   E. Current events

   F. Use of A.V. in the social studies

   G. Correlation of other subject matter with social studies

   H. Resource people

   I. Controversial issues

   J. Patriotism

ELEMENTARY MISCELLANEOUS

Rosemary Wiley

Objectives

1. To create an awareness of the import and full potential of a Teacher Aide

2. To make the teacher aide aware of the various and numerous tasks involved in assisting a teacher to create an atmosphere wherein young children are motivated to think and learn

3. To acquaint the teacher aide with some of the attitudes of children, their responses, their feelings; the struggles and unique problems of teachers; the value of the "Aides' Eyes"; the concerns of parents and the charisma that love can create in the learning situation

4. To acquaint the aide with duties expected of her:

   a. door duty
   b. grooming
   c. bulletin board (letters patterns--effective display)
   d. first-aid
   e. attitude (towards teacher and children)
   f. preparing dittos
   g. small and large group instruction
   h. tests (Basal reader magazine)
   i. keeping school matters confidential
   j. value of learning of children's names
   k. diplomacy (dealing with child, teacher and parents)
   l. discipline
   m. lunchroom duties
   n. housekeeping
   o. evaluation of self

SECONDARY SCIENCE

Walter Knipe

Course Outline

1. Discussion of North Dakota birds and insects

2. Discussion of North Dakota trees

3. Overview and outline of junior high science courses: includes Earth Science, Physical Science and Life Science

Mr. Walter Knipe, science instructor, checks June Sembrick as she works on a science contract.

4. Field trip to South Junior High physical science lab for

   a. demonstration of lab safety procedures

   b. demonstration of the use and handling of basic science equipment

   c. demonstration of the duties that an aide would follow in assisting in a science lab

5. Field trip to South Junior High earth science lab to observe various earth science experiments

6. Demonstration and discussion of the procedures used for grading and recording objective type science tests

7. Discussion of general classroom routine

SECONDARY MATH

Walter Knipe

Course Outline

1. Used contracts for all three junior high grades. These are listed below.

Grade 7

MA-401-010.0 - Decimal Numeration System: Rounding off Numbers

MA-401-065.0 - Numeration Systems: Base 2 Identification

MA-401-070.0 - Numeration Systems: Base 2 Addition and Substitution

MA-401-100.0 - Points, Lines, and Angles: Points, Lines, and Planes

MA-401-115.0 - Points, Lines, and Angles: Rays, Angles, and Angle Measurement

MA-401-355.0 - Ratio and Proportion: Proportion

Grade 8

MA-441-060.0 - Natural Numbers' - Review of Properties

MA-441-160.0 - Factoring and Primes - Greatest Common Factor

MA-441-380.0 - Metric System

MA-441-405.0 - Statistics - Histograms and Frequency Polygen

MA-441-410.0 - Statistics - Percentile Rank and Measures of Central Tendency

Mr. Walter Knipe, math instructor, discusses geometric solids with Gerry Gowan and Connie Mohr.

Grade 9

MA-482-005.0 - Using Numbers in 1 or More Operations

MA-482-030.0 - Equations Having a Variable in One Member

MA-482-070.0 - Addition and Subtraction of Polynomids

MA-482-120.0 - Multiplying and Dividing Fractions

MA-482-145.0 - Ordered Pairs of Numbers and Points in a Plane

2. Field trip to University Computer Center
3. Field trip to South Junior High Math Island
4. Field trip to Ben Franklin Elementary
5. Studied and discussed the basic geometric solid, developing their structure and formulas.

6. Guided aides through the grading of objective type math tests, and various procedures used for grading

7. Discussed at length the duties of an aide in a math classroom, math resource center, etc.

SECONDARY ENGLISH

James Hanley

Objectives

1. To assist teacher aides in reviewing the basic elements of grammar--Parts of Speech--in order to help the student with the basic grammatical concepts

2. To assist teacher aides in reviewing the elements of small, large and lab group work through the understanding of techniques employed in holding discussions

3. To assist teacher aides in examining and familiarizing themselves with the textbooks and supplementary materials used by students and teachers in secondary English

4. To assist teacher aides with the terminology of contracts and the techniques of working with the contract method

Trainees Connie Mohr, Gerry Gowan, Delores Rhynes, Linda Ganglehoff and Jody Kazensky discuss English assignment.

Course Outline

I. Objectives of English

A. Why do we have objectives?

B. Statements of English objectives

C. Introduction of English behavioral objectives

II. Specific course outline and content

A. Grades 7-12 required material

B. Grades 10-12 elective material

III. Contractual method of teaching

A. What is a contract?

B. Parts of a contract

C. Behavioral objective and its importance

D. Availability of contracts

E. How used at different levels

IV. Use of textbook method

A. Review of textbooks

1. Arrangement

2. Use

B. Review of teacher's edition

1. Material available to teacher and not to student

2. Tests available

V. Elements of discussion in group work

A. Guides in taking part in discussion

B. Guides in being a good conversationalist

C. Guides in speaking distinctly

D. Guides for reading aloud

VI. Basic elements of grammar

A. Review rules of capitalization and punctuation

B. Review basic parts of speech

VII. Use of bulletin boards

A. Construction of good boards

B. Ideas for bulletin boards

VIII. Footnotes and bibliographic entries

A. Forms of footnotes for research paper

B. Forms of bibliography for research paper

IX. Teacher aides in the classroom

A. What and why do we need aides?

B. General duties of an aide

C. Specific duties of aides in all English disciplines

SECONDARY SOCIAL STUDIES

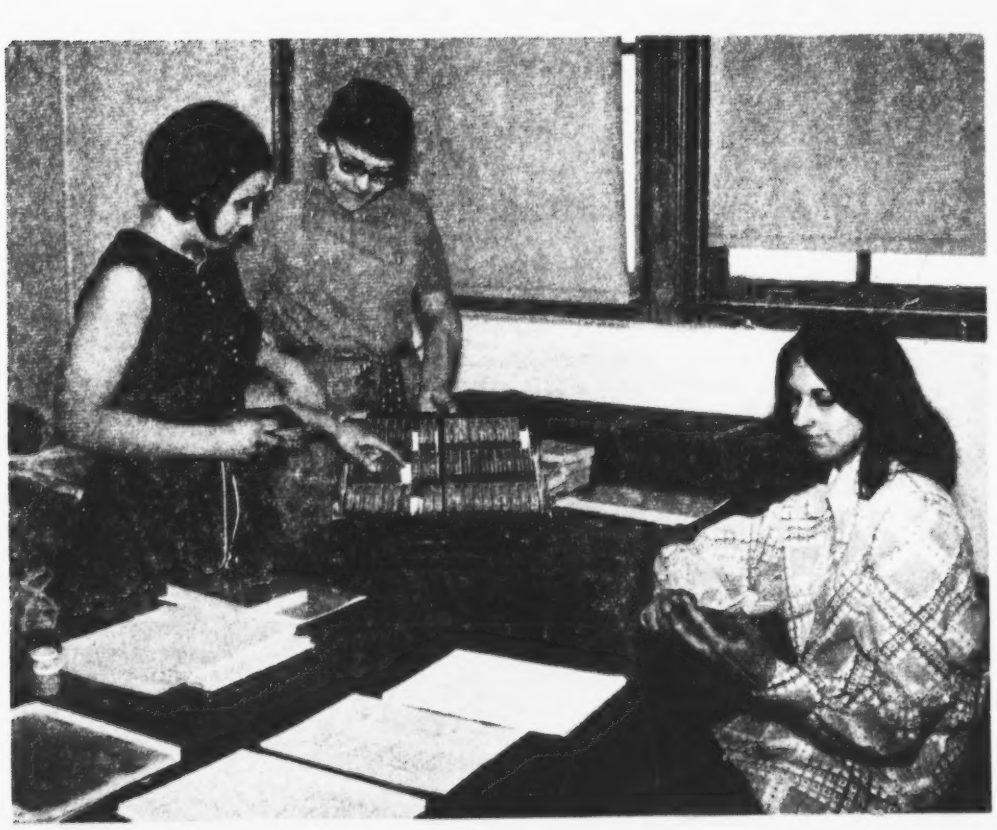
James Hanley

Objectives

1. To assist teacher aides in examining and familiarizing themselves with the textbooks used by students and teachers in secondary social studies

2. To assist teacher aides with the terminology of contracts and the techniques of working with the contract method

3. To assist teacher aides in gaining knowledge of the techniques and tools used by the social studies teacher in the classroom



Trainees Jody Kazensky, Nancy Capouch and Delores Rhynes check social studies tapes.

Course Outline

I. Objectives of Social Studies

A. Why do we have objectives?

B. Statements of social studies objectives

C. Introduction of social studies behavioral objectives

II. Specific course outline and content of Social Studies

A. Secondary required material

B. Secondary elective material

III. Contracts in secondary Social Studies

A. What is a contract?

B. Parts of a contract

C. Behavioral objectives and their techniques

D. Availability of contracts

E. How to use them at different levels

IV. Use of Textbooks

A. Review of textbooks

1. Use

2. Arrangement

B. Review of Teacher's Edition

1. Extra material available to teacher

2. Availability of tests

V. Use of bulletin boards

A. Construction

B. Ideas for future use of boards

VI. North Dakota

A. Materials available in classroom

B. North Dakota material available through outside resources

C. North Dakota kit available

VII. Latitude and Longitude

A. Why this material is taught

B. How it is taught to students through large, lab, and small groups

C. Contract problems using latitude and longitude

VIII. Free Material

A. Free materials list and source

B. How useful in social studies

IX. Teacher aides in the classroom

A. What and why do we need aides?

B. General duties of aides

C. Specific duties of aides in all social studies disciplines

SECONDARY MISCELLANEOUS

Walter Knipe

The school system organization and aide routine were covered using curriculum developed by Duane Taylor and Clarine Lian. The following consultants assisted by giving presentations: Dr. Wayne Worner, James Van Camp, Dr. Harold Bergquist, Dr. Donald Mrdjenovich.

Secondary trainee class with Mr. Knipe

LIBRARY SKILLS

Milton Kinzler

Main Objective

Given the skills necessary to use a library effectively, the teacher aides will demonstrate a proficiency which will enable them to assist students and teachers in utilizing the library.

Specific Objectives

1. Having been given an author, title, or subject, the teacher aides will be able to locate a book or audio-visual materials by using the card catalog.

2. Having been given a call number of a book or audio-visual material, the teacher aide will be able to locate that respective item in the library.

3. Having been given an encyclopedia, the teacher aides will, by using the alphabetical arrangement and the index, be able to find information about people, places, things, ideas and events in an encyclopedia.

4. Having been given a word, the teacher aides will be able to use the dictionary to find specific information on that word.

5. Having been given the name of a well-known man or woman, the teacher aides will be able to find information about the person in a biographical reference book or a magazine.

6. Having been given a specific question, the teacher aides will be able to use a yearbook or an almanac to find statistics, facts, or general information of a particular year.

7. Having been given an author, subject, or key word, the teacher aides will be able to find in a quotation book the complete quotation and its source.

8. Having been given a Reader's Guide, the teacher aides will be able to find a magazine article on a given subject or by a given author.

9. Having been given a geographical question, the teacher aides will be able to use an atlas to find data to answer that question.

10. Having been given a specific subject or topic, the teacher aides will be able to compile a bibliography on that topic by using the library resources they have learned to use.

11. Having been given demonstrations on mending books, the teacher aides will be given an opportunity to apply these techniques and gain some experience in mending books.

Mr. Milton Kinzler demonstrates for trainees Dorothy Barsness and Lois Sundholm the art of book repair.

Course Outline

Lesson I

Orientation to library skills

Inventory of library skills. These included:

Library vocabulary
Arrangement of books on the shelves
The card catalog
The Dewey Decimal Classification

Lesson II

Explanation of Dewey Decimal Classification

Listen and view sound filmstrip, "The Dewey Decimal System"

Look at overhead transparencies

Complete worksheet "Dewey Decimal Classification"

Lesson III

Viewed sound filmstrip, "The Card Catalog"

Completed and discussed worksheet, "The Author, Title, Subject Cards"

Applied information by referring to trays from the card catalog. Emphasized component parts of each card consulted

Tried locating book on shelves

Completed worksheet, "Meet Mr. Book"

Lesson IV

Read and discussed the booklet, "How to Use the Reader's Guide to Periodical Literature"

Aides used Reader's Guides to find periodical articles on a given subject and then located the periodical in the Periodical Room. Finally, they found the articles in the respective periodicals.

Discussed other types of indexes

Completed worksheet, "Magazines"

Lesson V

Discussed circulation procedures for book and non-book materials. Gave teacher aides the opportunity to check out materials, file sign-out cards, and record circulation statistics.

Sample materials packets were provided for practical experience.

Lesson VI

Studied, examined, and discussed various types of year-books, almanacs, and other reference books.

Teacher aides had opportunity to peruse the various reference books.

Completed worksheets on "Know Your Reference Books"

Mr. Kinzler examines a reference book with trainees Elizabeth Kasprowicz and Daphine St. Germain.

Lesson VII

Compiled a bibliography on a given subject utilizing the various library skills learned thus far.

The compiled bibliography included lists of all materials to be included in a unit by a teacher.

Lesson VIII

Field trip to Carl Ben Eielson's Library and to Red River High School Learning Resource Center.

Lesson IX

Demonstrated and discussed various mending techniques.

Teacher aides were provided with opportunity to perform each of the techniques with actual materials.

Lesson X

Presented overview of story-telling with emphasis on the do's and don'ts of making a story or book interesting and motivating to students.

Review and questions from course itself.

AUDIO VISUAL SKILLS

Robert Leach

Objectives

1. To assist teacher aides in correct operation and understanding of diazo opaque projecter, 8MM and 35MM projectors, tape recorders, copy machines, overhead projectors, record players, and video tape equipment

2. To assist teacher aides in preparing instructional materials for teachers, including transfers, diazos, transparencies, facsimiles, mountings, and lettering

Bernice Botner and Verna Bollman
work with the dry mount.

Course Outline

I. Introduction

II. Mounting Techniques

A. Dry mounting w/heat press

B. Laminating

1. Dry-mount press

2. Thermofax machine

C. Dry-mounting cloth

D. Spray mounting

III. Lettering

A. Free-hand lettering

B. Dry-transfer lettering

C. Paste-up lettering

D. Wrico lettering

E. Pre-cut lettering

IV. Visuals by projection

A. Opaque projector

B. Overhead projector

C. Filmstrip projector

D. Slide projector

E. 8MM projector

V. Transparencies

A. Thermofax machine

1. 125 trans.

2. 133 trans.

3. 127 trans.

4. 128 trans.

5. 129 trans.

6. 888 trans.

Mr. Robert Leach, A-V instructor,
demonstrates the use of the opaque projector.

B. Masking and Mounting

C. Originals

1. Color cut

2. Transparent tape

VI. Machine Operation

A. 16MM

B. 8MM single concept

C. Tape recorders

1. Stereo (reel to reel)

2. Mono (reel to reel)

3. Cassette (cartridge)

D. Amplivox

E. Previewers

F. Video-tape

1. Play-back

2. Recording

Jody Kazensky, Linda Ganglehoff and
Delores Rhynes try the filmstrip projector.

Darlene Miller, Marcella Crimi and Nancy Capouch
listen to tape play back.

VII. Teacher Aide Instructional Materials and Machine Check-off List

A. Dry mounting _____

B. Laminating _____

C. Framing (single) _____

D. Framing (double) _____

E. Chartex _____

F. Foto-flat _____

G. Transparencies

1. 125 _____
2. 127 _____
3. 128 _____
4. 129 _____
5. 133 _____
6. 888 _____

Gayle Hart and Jackie Meyer
experiment with the 107 copier.

H. Spirit Master _____

I. 107 Copy (dry) _____

J. Thermofax copy paper _____

K. Xerox _____

L. Transparent tape _____

M. T-fax laminating _____

N. Wrico lettering _____

O. Free-hand lettering _____

P. Pre-cut lettering ____

Q. Machine operation

1. Tape recorder ____
2. Tape splicing ____
3. Primary typewriter ____
4. 16MM movie projector ____
5. 8MM single projector ____
6. 35MM filmstrip projector ____
7. Carousel slide projector ____
8. Record player ____
9. Stereo tape recorder ____
10. Monaural tape recorder ____
11. Cassette tape recorder ____
12. Opaque projector ____
13. Overhead projector ____
14. Previewer ____
15. Video-tape equipment ____

Trainees study the 16MM movie projector.

CLERICAL SKILLS

Ruth Peterson

Objectives

1. To build a background of knowledge relevant to school procedures, forms and records

2. To acquaint the clerical assistants with good office practices

3. To emphasize desirable work habits--punctuality, responsibility, cooperation, accuracy, neatness

Mrs. Ruth Peterson, clerical instructor, discusses work habits with trainees.

4. To instill the desire for personal attributes of courtesy, tact, initiative, loyalty; to emphasize the importance of good grooming

5. To inculcate the necessity and importance of ethics as they relate to a school

6. To improve skills in the typing of dittoes and stencils and the preparation of materials for overhead and opaque projectors

7. To develop a degree of proficiency in the operation of office machines which will be utilized in the performance of their duties

8. To acquaint trainees with format for outlines, footnotes, bibliographies

Course Outline

School Procedures and Records

1. Relationship to teacher

2. Relationship to students

3. Reference to handbook for students for guidelines regarding absences, tardiness, dress code, etc.

4. Familiarization of trainees with various school forms--attendance, registration, absences, tardy, cumulative records

5. Report cards

6. I.Q. tests

Desirable Work Habits

1. Tact--Maintain tactful relations with staff, student body and visitors.

2. Cooperation--Be a member of the team, especially important in a school situation. Be able to work smoothly and easily with staff and students. Work will become more pleasant in an atmosphere of helpfulness and respect.

3. Judgment--At times it will be necessary to make decisions. Be sure to study facts carefully and decide on the best course of action. If in doubt, seek advice.

4. Initiative and Resourcefulness--Don't do a job just to get it done. Do it in the most efficient manner and one which will be most beneficial to your school and staff. Be flexible and adjust to situations.

5. Ability to work under pressure--Be able to adjust pace to the varying demands. Carry your share of additional duties without sacrificing quality or pride in workmanship.

6. Dependability--Dependable performance is the backbone of good teamwork. Carry out instructions without constant supervision.

7. Neatness--Keep your work and work area well organized both for appearance sake and for production.

8. Punctuality--Especially important in a school since assignments come in prior to start of school. Also serves as an example for students.

9. Telephone Technique--Handle calls courteously and efficiently.

10. Develop memory for faces and names.

Personal Appearance

1. Personal hygiene

2. Appropriate dress
   a. Attractive--in good taste
   b. No extremes

Dealing with Others

1. Respect others' ideas

2. Do your full share

3. Meet others halfway

4. Accept criticism gracefully

Office Etiquette

1. Greetings--a cheerful good morning or a quick smille will go a long way in starting the day out right.

2. Loyalty--Be loyal to school and staff. Keep restricted information confidential.

3. Good attitude--Be sincere, friendly and cooperative.

4. Admit errors.

5. Avoid being too inquisitive--avoid gossip.

Office Machines

Typewriter

Typewriters have similar operative parts, the names of which vary somewhat from typewriter to typewriter even when the function is the same. You should familiarize yourself with the following parts on your machine:

Margin settings
Tab clear
Tab set
Variable line spacer
Line space selector
Touch control

Linda Ganglehoff and Darlene Miller discuss a test for the summer school program.

For your typing ease:

1. Upper arms sloped slightly forward
2. Forearms on same slope as keyboard
3. Back erect, supported by backrest
4. Feet flat on the floor

Know how to clean type, make erasures

1. Correction fluid
2. Correction tape
3. Korecto-type

Follow oral and written directions

1. Ascertain number of copies
2. Method of reproduction
3. Time work needed

Accuracy, neatness, promptness

Proofreading--ability to judge own work

Use correct spelling, grammar and punctuation

Duplicator

1. Number of good copies from ditto--200 to 250

2. When to use--generally for study guides, chapter tests and most work for the classroom

Mimeograph

1. Indefinite run

2. Usually used for forms, P.T.A. letters, school programs, etc.

Thermofax (will only pick up black)

1. Thermal masters--short run--on duplicator

2. Copy--for single copy

3. Transparencies--for overhead projection

4. Infra-red stencils--long run--on mimeograph

Mrs. Peterson assists
Nancy Dotts and Jackie Meyer
as they explore the duplicator.

Helpful Hints

Use tab key not only for paragraphing but also to preset the position of common parts of regular business letters. For instance, a tab stop can be set for starting date line, for the start of the complimentary closing and for the signer's identification line. Also invaluable with charts and tables.

Minimize word division. You will increase your speed and production by keeping hyphenated words to a minimum.

To make horizontal lines without using underscore key, place the point of a ball point pen on the edge of the alignment scale and move the carriage across manually. For vertical lines, place your pen in the same place and then turn the cylinder.

Changing the Typewriter Ribbon

Changing the ribbon on a typewriter is not difficult if you know the typewriter you are using. These are the basic steps to follow on most standard typewriters:

Wind the ribbon on one spool. Usually it is best to wind the ribbon on the right spool unless the spools are interchangeable or your typewriter has a special interchangeable ribbon cartridge. It may be necessary to adjust the ribbon-reverse lever so that the ribbon can be wound on the proper spool. As you wind the ribbon on the spool, observe carefully the direction of travel of the spools. The new ribbon must be attached so that it will wind and unwind properly on both spools.

Press down the shiftlock key, and move the ribbon-indicator lever to the position for typing on the lower portion of the ribbon. Depress any two central keys, such as the y and u, and lock the two type bars in front of the printing point. This will raise and lock the ribbon carrier so that the old ribbon can be removed easily and the new ribbon inserted. At this point, observe how the ribbon is threaded through the ribbon-carrier mechanism.

Remove the ribbon from the carrier and remove both spools. Be sure to notice how each spool is attached to its hub and how the ribbon is attached to the empty spool. The new ribbon must be attached in the same manner.

Hook the new ribbon to the empty spool and wind several inches of the new ribbon on it. Be sure to wind this ribbon in the proper direction. Place both spools on their holders and thread the ribbon through the ribbon carrier. Keep the ribbon straight when doing this.

Release the shift-lock key and return the ribbon indicator to the position for typing on the upper portion of the ribbon. Unlock the two keys that were used to raise the ribbon carrier, and the typewriter will be ready for use.

Centering

GET READY TO CENTER: Move the margin stops to the ends of the scale. Clear the tabulator stops. Move the carriage to the center of the paper. Set a tab stop at this point.

HOW TO CENTER: Tabulate to center point. Backspace once for each two letters (or letter and space) in the line. If the line has an odd number of letters and spaces, disregard the single letter left over. Begin to type the line at the point at which the backspacing is completed.

How To Type An Outline

I. GENERAL POINTS FOR DISCUSSION

A. Determining the margins

B. Centering and spacing the title

II. IDENTIFYING AND SPACING THE HEADINGS

A. Use Roman Numerals

1. With headings for main divisions
2. Space twice after period with numeral

B. Use Capital Letters

1. With secondary headings
2. Space twice after period with letter

III. IDENTIFYING SUBDIVISIONS

A. Arabic Numbers with Subdivisions

B. Small Letters with Items under Subdivisions

Bibliography

The bibliography identifies the sources of material used in preparing a manuscript or report. It also may include other reference matter relating to the subject. The bibliography may be placed at the end of each chapter or at the end of the entire manuscript. The following directions will be helpful.

1. Center the word Bibliography in all capitals.

2. Arrange the names of the authors in alphabetical order with the last name first. If a book has more than one author, the name of the first author only is inverted.

3. Single space the reference items, but double space between them.

4. Titles of books or magazines should be underscored. When the bibliography is long and includes both books and magazine articles, they must be listed separately.

5. Enclose the titles of magazine articles in quotation marks.

BIBLIOGRAPHY

Books

Author (or editor), title, city, publisher, date, page.

1. Encyclopedia Americana, Louis XIV, New York, American Book-Stratford Press, Inc., 1948, p. 639.

2. Peare, Catherine Owens, A Scientist of Two Worlds, Louis Agassiz, Philadelphia, J. B. Lippincott Company, 1958, 112 p.

Magazines

Author, "article," Magazine, Date, vol., no., page.

or, if no author is given,

Magazine, "Article," date, vol., no., page.

3. Newsweek, "DeGaulle Lays It on the Line," January 28, 1963, Vol. 61, No. 4, p. 26.

4. Shaw, Irwin, "Winter in Paris," Holiday, January 1963, Vol. 33, No. 1, 29.

Pamphlets

Author, title, company date.

5. Gates, Frances, A Middle-Grade Class Explores the Great Outdoors, Scott, Foresman, and Co., 1960.

Footnotes

The footnote appears at the bottom of the page upon which the footnoted material appears. The footnote must be anticipated in order that space will be allowed for the footnote in addition to space for the margin. A small space should be between the body of the theme and the footnote. Some instructors suggest a line be drawn to separate the footnote from the text.

A number is placed after the last word of the quoted material. A corresponding number is placed at the bottom of the page just ahead of the footnote. The number is placed slightly above the line of print.

Form of footnote for a book:

Author's name, first name first
Title, underlined
Edition (if it is something other than first edition)
Place of publication
Volume
Page or pages cited

[1]Jack Curtis, The Passing Game in Football (New York: Ronald Press Co., 1961), p. 60.

[2]The Pro Football Handbook (New York: T. Nelson, 1961), p. 9.

Form of footnote for a magazine article:

[1]D. Jenkins, "Grand Parade of the Bowls; Eight Major Bowl Games," Sports Illustrated, XIX (1963), 31.

[2]"Quarterback Quest," Newsweek, LX (1962), 88.

Form of footnote for a newspaper article:

[1]Enquirer (Cincinnati), December 4, 1964, p. 5.

[2]Chicago Tribune, January 10, 1964, Sec. 3, p. 2.

Footnotes are placed at the bottom of each page on which they make a reference.

INSTRUCTOR EVALUATION

Elementary Science - Rosemary Wiley

Based upon last year's very gratifying success with teaching elementary science, I again utilized the technique of gearing the group towards the idea that elementary science can be fun, informative and rewarding for both the children and the aide. As with last year's group, it was evident initially that few of the aides realized just how much science could be taught on the elementary level without indulging in lengthy technical discourse or complicated experiments. I stressed that creativity and not complexity was the key to success. Once this idea was accepted several mental barriers were broken down, and the participation and enthusiasm were self-generating.

Mrs. Wiley and trainees Lois Sundholm and
Daphine St. Germain look for creative support materials.

This year our revised curriculum teacher-pupil contracts as well as student contracts were available. By working in pairs alternately acting as teacher and aide, the ladies actually

fulfilled a contract and presented it to "us" who acted as the pupils. They prepared pre-tests, looked up resource books, tapes, experiments, A.V. aids (preparing transparencies, mounting and laminating charts, etc.). This combination of theory and practice made for a realistic scene and gave the aides more confidence, as many stated their apprehension and "stage fright" felt initially. The aides also prepared their own pre-test and post-tests.

During the presentation of each of their contracts (they decided on which grade level they preferred) we discussed whether or not the content was too easy or too difficult for that particular grade level. We discussed tone of voice, mannerisms, control of group and "we" as the pupils asked typical questions the children on that grade level might ask.

By the end of this class I felt convinced that all program objectives (reference course objectives) had been achieved and it was gratifying to receive verbal and written expressions of appreciation from some of the ladies. The general consensus was that all had developed a better outlook and feeling for what could be done with children in the elementary science area. Additionally, everyone seemed to have a greater appreciation for the techniques that inspire children toward creativity and self-generating interest in scientific endeavors.

Elementary Math - Daniel O'Shea

The two-week session seriously limited the effectiveness of the program of mathematics. All that could be accomplished was a minimal exposure to the four basic algorithms. Evaluation occurred daily and orally as new concepts were presented in teacher-led discussion. I would recommend a longer time period of at least four weeks in the future. It is my opinion that the teacher aides left my class without the confidence that a longer exposure might have provided.

Elementary Language Arts - Mary Lou Cochran

We followed the course outline, setting our own pace in covering each area. Some areas required more or less than one class session, depending upon the amount of materials involved and the extent of the group discussions. Our sessions were informal, each with a brief presentation, a discussion period, and a work

Mr. O'Shea with Lois Bell and Elizabeth Kasprowicz
in teacher-led discussion

period during which the trainees fulfilled their responsibilities in contributing toward the resource book, or making language arts materials and skill games to use in their own school situations.

The language arts area is such a vital one in the total school program that I feel the importance of its role in the teacher-aide training program cannot be overemphasized. I felt that the program was well received by the trainees, and they seemed especially to appreciate the emphasis on techniques in dealing with children in the language arts skills. Many expressed their appreciation for the opportunity to gather materials which they could take with them to assist in motivating children to write creatively, speak fluently, develop good handwriting skills, learn to be effective listeners, read independently, and increase word skills. By assembling a resource book, each trainee herself became a resource person in her own school.

The cooperation of the trainees and of the other staff members made this program enjoyable and effective.

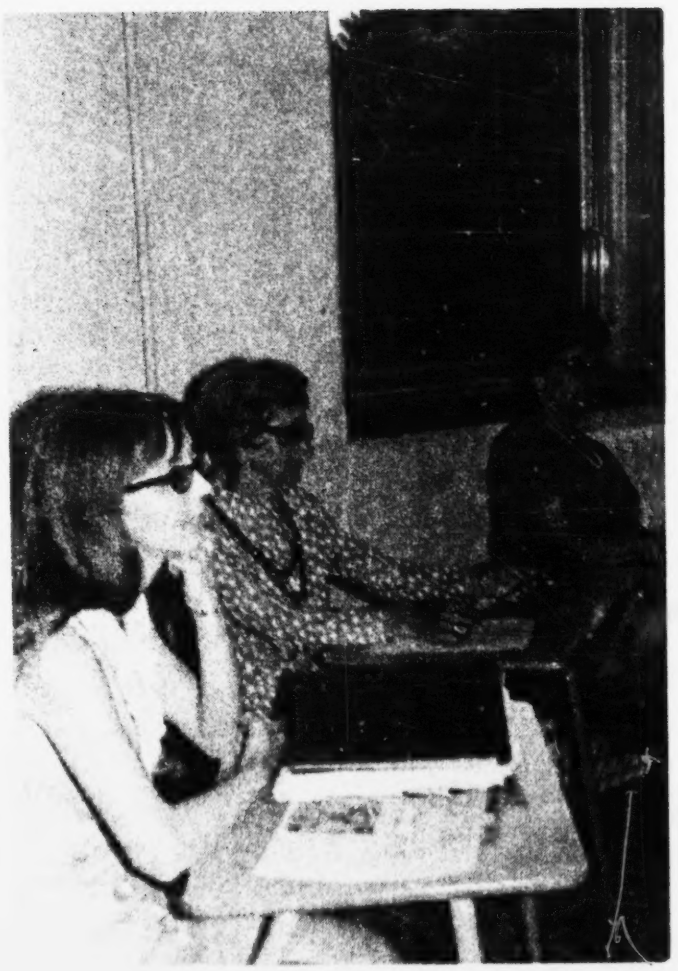
Mrs. Cochran and trainees
explore language games.

Elementary Social Studies - Jerry Abbott

The format of this summer's teacher-aide teaching was somewhat different than last year's because of new information obtained at a workshop in Self Enhancing Education prior to the project. This information was used because of the tremendous potential it had for meaningful impact upon the social studies programs in the elementary school.

The first thing we did was to use methods that would quickly cause members of the group to invest interest in each other. Once interest is invested, all participants freely gave their views on all matters.

All members were taught two new communication skills: reflective listening, which is listening to a person at the feeling level, neither judging him good or bad; and congruent forthright sending showing ownership. This deals with the sending of "I" or "ownership" messages rather than the universal messages we usually send. Throughout the two weeks we tried to use these techniques whenever possible.



Marilyn Chenarides, Eunice Christensen and Margaret Ellertson practice "reflective listening."

We spent some time talking about the present condition of social studies teaching and how deplorable it is insofar as meeting the problems of a modern, ever-changing society. It was brought out that practically nothing is being done in elementary classrooms that specifically exposes children to the problems of the human condition. Part of the time we talked about methods that would expose children to the problems of our society.

We talked at length about how our society is an engulfing society. We engulf the environment and we engulf each other. We discussed ways that we can become an entwining society. We agreed that the relationship we have between the races, with the environment, between the "haves" and the "have nots" is no better than the relationship we have with each other on a one to one basis. In other words, the relationship we have in our classrooms, children with children, children with adults, adults with children, adults with adults, is far more important than learning the names of the presidents, vice presidents, and the great American inventors.

We discussed the importance of the curriculum insofar as the convergent emphasis we now have versus the divergent emphasis it must have in the future. For too long we have converged upon the imports-exports, the rivers and cities, men, dates, etc., and have left little time for such divergent things as rural versus urban, poverty, war, technology, industrialization, race, etc.

The most prevalent social studies teaching today is that of direct teaching from a single source textbook. This has never fulfilled the objectives of good social studies teaching and never will in the future. We talked about the textbook as a tool and how it can be used creatively. We spent a great amount of time talking about and working with the various multi-media that are available in ever increasing amounts.

We spent some time talking about the contributions that newspapers, magazines and paperbacks can make to a modern social studies program. This was done out of the realization that there exists a tremendous gap between the school world and the real world. These materials provide hope to bridge that gap and make school significant for every pupil.

In summary, I have a very good feeling about the interaction that took place in our classroom this summer. I liked the longer time-blocks because they gave us more time for in-depth discussion. It worked out very well that I had attended an inspiring workshop just prior to the project, and that it had so much relevance for the class. This, I feel, together with my experience from last year, gave the participants some ideas about some of the components that make up a good elementary social studies program.

Miscellaneous - Rosemary Wiley

The word miscellaneous is perhaps synonymous with "odds and ends" but this is extremely important to getting the total job done.

The success of this class involved discussion and interaction such as introducing the aides to typical learning situations, behavorial difficulties in children, teacher assistance and discipline in a classroom of 30 or on an "island" of 120 to 240 children. The aides were introduced to the innovation of a team-teaching situation, where differentiation is involved, as well as what goes on in the contained classroom with one

teacher. We prepared meaningful bulletin boards, played restful fun games and read Haiku poetry. All of these activities were important to the classes, and many commented that they had no idea "so much went on."

I believe that these ladies now feel more professional about the roles they are soon to play as a teacher aide.

Mrs. Jane McMiller, who has been a teacher aide at Elelson for several years, spoke to the groups and was very enthusiastically received. Mrs. McMiller substantiated many facts brought up during the class sessions.

Now that the final moment has arrived, I feel these ladies are better prepared to meet the challenge that lies ahead.

Secondary Science - Walter Knipe

Science, like mathematics, was taught for the first time this year on the junior high level. The curriculum covered a rather broad overview of the various science programs taught in the schools in North Dakota.

The curriculum, however, needs to be refined more before next year, particularly in the area of physical science so that the aides can become involved in setting up and performing simple experiments. The earth science appeared to be broad enough in the areas covered. Also, I feel science and mathematics should not be taught immediately after one another during the class day. It became rather tedious for the aides to work on two problem oriented courses in a row.

Secondary Math - Walter Knipe

Contracts from all three junior high grade levels were used for the course.

The contracts contained a rather general overview of the curriculum used in the mathematics continuum for the junior high school. They involved such things as the terminology used in the modern math and the basic principles of algebra.

It is my feeling that the curriculum was broad enough to cover the abilities of all the aides involved, since they had a rather varied background in mathematical knowledge.

The course appeared to be well received by all participants in the junior high program.

Secondary English - James Hanley

The aides in secondary English were exposed to a very brief glimpse of the English program in the Grand Forks Public Schools. In the training program they thoroughly examined the contractual method of teaching and received copies of contracts developed by Grand Forks teachers last summer.

One of the basic deficiencies encountered by these people was in the study of grammar. Time was devoted to this particular phase, but more time was needed in order to help these people familiarize themselves with the parts of speech.

Length of time of class periods was suitable. Time periods of shorter length would not have allowed for thorough discussions while time periods of longer length would have begun to "drag" with little learning taking place.

English and Social Studies were scheduled back-to-back. The by-passing of the traditional class concept permitted much more freedom. For example: discussion of a particular topic might occupy the class for two hours on one day, but students could spend several days on completely different materials before returning to the earlier topic. This schedule worked very well, and I hope it will be considered if a workshop of this kind is held next year.

Participants in Secondary English demonstrated much enthusiasm for the program. If this enthusiasm is carried into their work next fall, these people will be very helpful to their fellow workers.

I thoroughly enjoyed working with these people. The only real problem, I felt, was that two weeks time was too short.

Secondary Social Studies - James Hanley

I believe that the time spent in secondary social studies was of value to the participants.

This instructor taught both secondary English and social studies in back-to-back one hour time modules. Instead of following English subject matter for one hour, I worked with one area until

I completed my lesson plan and then went to the other subject matter area. At many times during the two-week period social studies and English subject-matter were presented together. If this workshop is held in following years, I would like to see the policy of having these two subject-matter courses arranged in this sequence.

Mr. James Hanley, English and social studies instructor, discusses contracts with trainee.

The time allotment for each day (1 hour) was adequate for social studies, but I felt the workshop was not long enough in duration to cover the material adequately. Most of the

material was covered in just a short time with little time for dwelling thoroughly on any given area. In future years I would like to see the workshop extended to a longer time, possibly three weeks.

The participants were given an insight into the secondary course outline as offered by the Grand Forks School District. In addition, the participants received an adequate preparation in the use of social studies contracts as presently being used in our district. The other areas covered in the workshop can be found in the outline that precedes this evaluation.

The workshop appeared to be well organized, efficiently administered, well attended and in general a very rewarding experience for all who attended.

Secondary Miscellaneous - Walter Knipe

A great deal of this material was covered by resource people and various field trips to the university and the junior high schools.

The curriculum from last year was followed and was very adequate to complete this area of the aide training program.

Library Skills - Milton Kinzler

In my opinion, the teacher-aide program is excellent, and it should definitely be continued and extended. I was impressed with the Teacher-Aide Workshop and felt that most of the participants were motivated and interested in working with teachers and students. A workshop of this nature will do much to enhance an aide's knowledge and understanding of the overall educational process.

The small classes as well as the hour periods provided for work on an individual basis, which is an essential for this program. Because of the small class size, opportunities for group interaction were available and were utilized.

Opportunities for more study in depth as well as for application of the skills learned should be provided; consequently, this could be accomplished by extending the workshop to three weeks. The program could also be more effective if the workshop was conducted in conjunction with a summer-school session so as to give the aides practical experience in working with teachers and students.

Mr. Kinzler instructs a
small secondary trainee class.

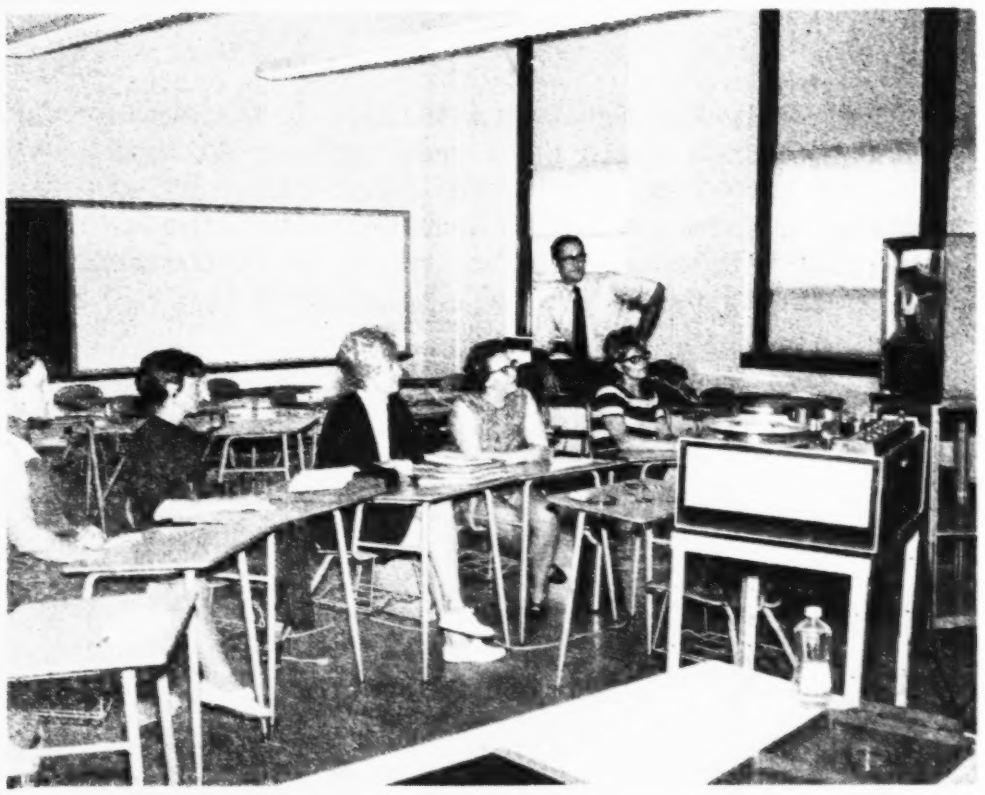
Audio Visual - Robert Leach

The Teacher Aide Summer Training Program carried on at Central High School was, in my estimation, a complete success. I say this in terms of aide learning, attitude and enthusiasm during the entire two-week period.

I believe that the caliber of aides in this program was excellent. Their entire concern over the training period was in terms of helping both children and teachers as best they could.

The Audio-Visual portion of the aide training was extremely enjoyable on the part of the teacher; however, I felt that it would have been even more effective had we had another week of class. There is just too much work to push into ten hours. I found that I was giving a brief summary of materials that deserved more time, but it was my philosophy that since we had elementary, secondary, in-town, out-of-town, assigned and unassigned, experienced and inexperienced aides that it would be better to expose them to more things briefly. To solve this problem, perhaps two-hours blocks would have been better.

The group size was perfect (5-6), since it was necessary to get to each aide during each period.



Trainees watch their video-tape presentations.

Clerical Skills - Ruth Peterson

For the most part the trainees attended all the classes in the clerical area. They were a very willing, cooperative group--eager to learn. In my judgment most of them could be used advantageously in a school situation. Some of the trainees have varying degrees of typing ability, but with the perseverance they displayed, this could be developed in a short period of time.

By having the trainees participate in the clerical area, we were able to determine their proficiency in typing and their knowledge of office machines. If they were knowledgeable in this area, they either stayed on to help with the summer school economics class, were assigned to the CORE office, or scheduled themselves into areas where they would benefit from extra classes.

By working with so many different people, they perhaps did not get some of the individual attention and learn as much about the finer details of clerical work, but this will

certainly come with their in-service training. I do feel that the elementary classes could have been smaller so that more attention could have been given the individual. By their own admission, however, the trainees felt that the typing, centering and tabulating drills, practice in business letters, and the spelling tests were all beneficial.

Trainees work for typing proficiency.

Learning format for outlines, footnotes and bibliographies was put to advantage as they had papers and reports for their other classes. Their project for the other areas also kept them busy the second week in this area. We were really beginning to turn out material!

All in all, I feel this area went very well and did a much more complete job for <u>all</u> the trainees than last year. It certainly is an integral part of the training program and all the trainees seemed to appreciate the time allotted for it.

I feel the whole group blossomed on this program.

TRAINEE EVALUATION

Aide No. 1

I am so full of enthusiasm and ideas I feel I could bust! If I can retain all I have learned through my notes and the suggestions given by the instructors, I feel I have gained a great deal.

Social Studies is fascinating. If we could do it as Mr. Abbott explained, our school would be a much richer and well-balanced place for our kids.

In A.V. I have learned of many more things to do with our equipment.

Rosemary is something else again--she makes the room come alive. One minute you are a first grader and the next an aide.

I did some work in an elementary library last year, but because of this library class I feel that I will be capable of doing a much better job. All of the things we learned are bound to make school better for the children, the teachers, and even the parents.

Aide No. 2

My interest in Social Studies has increased tremendously during the past two weeks. Mr. Abbott certainly has an ability to make one feel involved in the community and country in which we live. All of the sessions were very valuable to me, but the Social Studies group was great.

I would like to have had some training in teaching music to the elementary grades. I think, given some tools and methods to work with, this could also be quite rewarding to the student as well as the aide.

I have begun to realize that there is no end to the amount of material and knowledge one can use to help the leaders of tomorrow. It is necessary that all educators, whether they be teachers with a Doctor's degree or a Master's degree or whether they be teacher aides, be able to make available the tools, instruments, contracts, textbooks, maps or anything which contains information that can help students learn. It is a tremendous job and we, as aides, have a part in helping to build the future of our country.

Mr. Abbott teaches the trainees
about involvement.

Aide No. 3

I have really enjoyed our Teacher Aide School. Besides meeting many fine "fellow" students and teachers, I believe I have greatly increased my own knowledge.

In most classes, the time just went too fast. Seems like we were always running overtime, which would cut into our next class. More time in math class would have made me a little more sure of the modern approach. The short time we did have has increased my understanding of modern math greatly.

My ability in the library has really improved. I think Mr. Kinzler did a tremendous job of getting us acquainted with its various parts. I am sure I could do a better job of assisting a student in finding materials.

The first view of a contract was at this school. The contract we made for Mrs. Wiley's class was a big challenge. Having made one, I have a much better understanding of contracts.

I didn't have one teacher who ever put me ill it ease. I'm sure I asked a lot of nonsense questions, as did others, but they always took time and answered them.

The time in typing class was well spent. I would like to have had some more time in this class, and also on the different machines and their care.

Thank you for two very busy, interesting and productive weeks.

Aide No. 4

This has been a very interesting, worthwhile experience for me. Whether I am actually hired or not I will have gained so much from this experience. I, also, will know much more what my own children are accomplishing in the classroom.

I regret that I won't be able to retain as much of what I have seen and heard these two weeks as I would like, but there has been so much information to absorb in so short a time. So concentrated a program has been quite tiring. The instructors have been marvelous, but I'm sure this concentrated program has been hard for them too.

I know that this program will make the ladies who are hired much more self-confident and competent.

Aide No. 5

The Teacher Aide Training Program is marvelous. All our classes have been so interesting that time went by too fast.

A big thanks to our teachers who made this program so exciting and meaningful. They have really inspired me with new methods and all the new materials. I'm really looking forward to working with children.

If I should ever further my education and become involved in the teaching profession, I would certainly be glad to have a teacher aide in my classroom.

I hope this program can be continued as I feel it is very worthwhile, not only to teacher but especially for the children.

Aide No. 6

I can truthfully say that this has been the most enjoyable two weeks I've ever spent. I have only one regret--that it couldn't be longer. This course has been much more fun than anything I've ever done. The classes were so nice, because everything and everyone wasn't so uptight as it is, or at least used to be, in school.

I will have to admit that I've surely been busy though. But I realize that the reason for that is because everything has to be hurried up in order to finish, or learn, in this two weeks. And, I've done studying late into the night sometimes, but really I would have been here even if I never slept; that's how much I've liked this.

I've never had anything like audio-visual before, and that is great. All the machines are so interesting because I enjoy making things.

If we were not paid, and this was a free "school" and I would have still had to have a babysitter, I would have attended this anyway, even if I had to pay a babysitter. I'd be out a little money, but would have a very enjoyable time. Also, even if I didn't get a job, I spent my time well: learning.

Aide No. 7

After finishing the first day of classes I really wondered what I was doing here amongst all of these people with so much experience either as former teachers or aides. As the days passed, I became more relaxed and gained much knowledge from the instructors as well as these fellow trainees who shared many of their past experiences.

Since I've had little contact with modern math, the terminology and methods were quite new to me. The time was too short to do much learning of the subject but Mr. O'Shea exposed us to as much as possible in this limited time and I feel it was very worthwhile.

Mr. Abbott's presentation of the social studies was also very enjoyable. With the use of the multi-media kits in the classroom I can see where an aide could be very useful to students and teachers.

Audio-visual was my favorite. I really enjoyed using and learning about all the A.V. materials we were exposed to and I can see how invaluable their use in the classroom can be. Mr. Leach was so organized and thorough in his instruction one could not leave the class without learning something new each day.

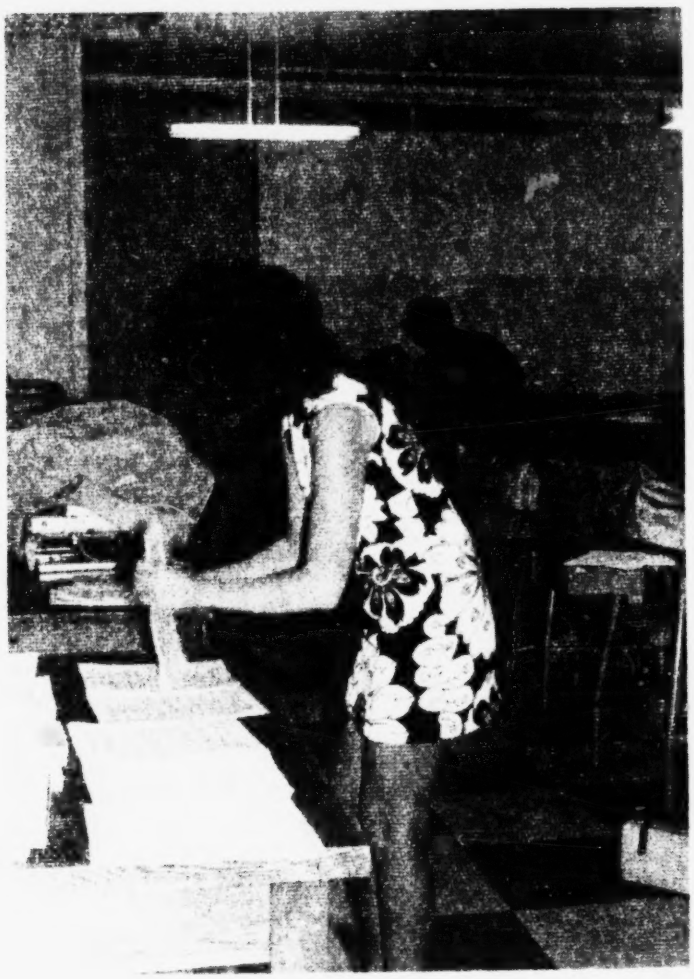
Mr. Leach helps trainee Marcy Crimi in A.V.

I was acquainted with the office machines in the clerical course but found it a good experience using other typewriters than those I had been accustomed to. Mrs. Peterson's always helping hand and pleasant disposition made it a fun hour.

I felt that my knowledge of library procedures was pretty fair, but Mr. Kinzler had many interesting and informative things to offer us and gave those in our group the feeling that we'd like very much to work in a library.

Our afternoon classes of science, language arts and miscellaneous were a beehive of activity. We gained much inside information on duties of aides, useful suggestions on things aides can do or shouldn't do and many other gems too numerous to mention. Mrs. Wiley and Mrs. Cochran are both delightful people to work under.

The Teacher Aide Training Program was a wonderful learning experience for me. I appreciate the opportunity of being accepted as a participant.



A trainee works in the clerical room.

Aide No. 8

I have thoroughly enjoyed myself and I feel I have benefited from this training session. The classes were interesting and the teachers were enthusiastic. I like "involvement," and we certainly did become "involved"!

When I was a student, I liked school. This is why I decided I would like to work in the school system. These past two weeks brought back many memories from "the good old days." The challenge for the student of this generation is greater than the past generation, but with the equipment, the methods, the schools, and the teachers the student of today has, he can meet this challenge and he will!

I am looking forward to working this fall, and I hope I can do well what will be expected of me. This has been a fruitful experience.

Aide No. 9

I enjoyed the condensed presentations by the teachers. It created an awareness, as well as a stimulus for learning new subject matter.

The tour to an elementary school was a very worthwhile experience. However, since most of the schools represented are not on the Island Program, I felt this was over-emphasized.

I thought the school time was conveniently scheduled, as we now have the remainder of summer to absorb and reflect on what was presented. It will also give us the opportunity to evaluate our resource material.

Aide No. 10

The Teacher Aide Training I received these past two weeks has been very helpful and enjoyable.

I thoroughly enjoyed all the classes I was in, which were: Audio-Visual, Clerical, Social Studies, Language Arts, Science, Math, and Library. I felt each one was well-instructed, and I received many helpful ideas.

Mr. O'Shea has clarified many questions I had in Modern Math. The presentation of the machines by Mr. Leach and Mrs. Peterson was very well done. We received many good games, letters, and helpful materials in Language Arts and Science. Social Studies and Library were very interesting and thoroughly instructed.

I feel I will be able to help the teacher in any subject area.

Aide No. 11

The days have simply flown by. These busy hours have been really rewarding for me. I've learned so many things about audio-visual techniques alone, I feel, if that is all I learned, that the time would have been well spent. The business course with Mrs. Peterson I needed so much. Learning the fundamentals of the operation of the library was another interesting facet of the school.

Mr. O'Shea's class was just what I needed. Surprising how methods in numbers have changed!

Mr. Abbott's Social Studies class was extremely enjoyable and informative. Trying to read what another is saying is easier said than done.

Mrs. Wiley's Miscellaneous Class was the outlet we needed to "iron out" the last minute "wrinkles" and "doubts." We all have become familiar with the contract system because of this Teacher Aide School, which was a pretty good place to do our "finding out."

Mrs. Cochran's Language class helped me gather data to use "practically" with the little fry. My folder is just loaded with ideas from her class.

All in all, my evaluation of the school is SUPERB and I'm very grateful to have had the chance to attend.

Aide No. 12

This past two weeks has really been an enjoyable experience, really worth getting up at 7:00 a.m. I have learned a lot of completely new things, and the review of things I have studied before did some good.

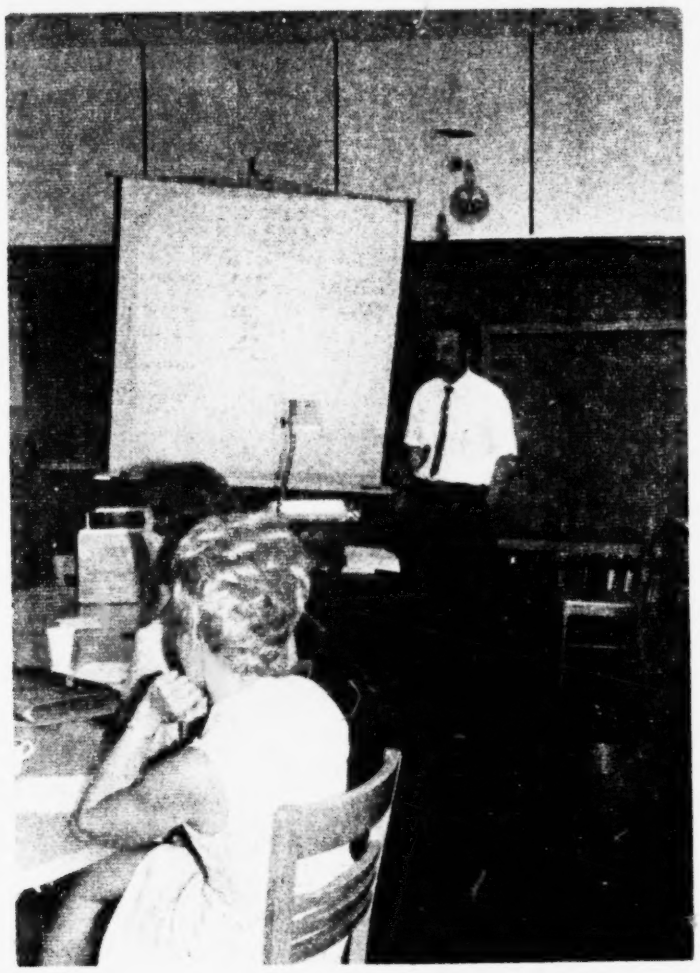
The audio-visual and clerical areas were especially good for someone who has not had a lot of practice in either area. The English and social studies classes were a very good review and did much to introduce the contract method, which is entirely new to me. The variety of the math and science classes was good because that three-hour period can get pretty long, even for teacher aides. The field trips were enjoyable, and the guest speakers had some very important points to bring out.

The library section was also a very good review, and I enjoyed learning several new things.

I have honestly enjoyed these past two weeks, and really feel I got a lot out of it.

Aide No. 13

This course has been most beneficial; having worked as an aide for two years with no prior training, I feel that I was most ineffective many times. Neither our teachers nor administrators had any experience with aides, so it was certainly a "hunt and peck" system.



Mr. O'Shea clarifies math questions.

The instructors were excited about their subject matter, and their enthusiasm was contagious. They were most considerate of my lack of knowledge and convinced me that it was not impossible to learn.

I leave here with renewed inspirations, eagerly awaiting the opportunity to put some of this theory into practice.

I wish to thank the Grand Forks School System for this intense and inspiring short course. An aide is only as good as her teacher; if the aides turned out here are a fraction as good as our teachers here, our schools will be places of enjoyable education.

DIRECTOR EVALUATION

The Grand Forks Public School Teacher Aide pre-service training program for the summer of 1970 appreciated and used recommendations made by the Statewide EPDA-B2 Teacher Aide Evaluation for the project year 1969-70. Less emphasis this year was placed on the pre-service training, following a suggestion in the Project Proposal Fiscal 1970. The comments which follow are subjective, based on observation, interview, and past experience.

Because of lack of funds, the project director will not be able to evaluate or structure the in-service.

The in-service stipends for aides at $30 a week will last seven weeks. It is not to be supposed, however, that in-service will cease at this point. Administrators, teachers, and aides have agreed that in-service will need to continue all the school year, the remainder of the time under the school district's finances.

After analysis and evaluation the following recommendations are suggested:

1. If state EPDA-B2 funds are limited, it would be advisable to set up fewer training projects so that those functioning might do so in a more efficient manner.

2. The length of pre-service should be from four to six weeks. The length of time would depend on the ability of administrators to designate areas of service for which the aides are to be trained. For example, the Grand Forks curriculum contained general courses in audio-visual, library, and clerical with subject area for both elementary and secondary in English, science, social studies, and math. In addition, miscellaneous courses were taught at both the elementary and secondary level: on teaching techniques, child behavior, bulletin boards, etc. It would be highly desirable to add courses in music, art, and physical education, allowing the aides to specialize. The time factor of 4 to 6 weeks is given because one of the most important results of this training is a sense of identity, a self-confidence which the trainees gain. Two weeks is not long enough to do all these things well.

3. It is also suggested, if possible, that at least part of the time, the elementary aides should train in an elementary school and the secondary aides in a secondary school.

4. The practice of using experienced teachers, administrators and aides as instructors has proved to be the most valuable component of the program. They bring to the training expertise and first-hand experience that has no substitute.

5. Allowing the instructors to choose and hire their own consultants appears to have been very valuable. A longer training period would undoubtedly have made more use of this practice.

6. The 50-minute length of the class period apparently was more satisfactory than the 30 minutes allowed last year.

7. Important to the esprit de corps, manifested both years, was the opportunity for the aides to talk together informally. This was accomplished by the "eat and idea" session each day from 11:00 a.m. to noon.

8. It should not be overlooked that allowing the aides to design and plan their own graduation, including such things as the invitation, program, and refreshments, was vital to the enhancement of the teacher-aide role.

9. The relaxed, pressure-free atmosphere of the training helped the aides to get the idea that education can be enjoyable. Allowing them to make decisions through flexible scheduling was another of the indirect teaching techniques used.

10. We attempted this year in the selection of the trainees to include some that ordinarily would not have been selected. For example, persons on either welfare or ADC for many years become "cowed," "beaten down," and do not possess that "light-in-the-eye" interviewers for any position always look for. We selected for training a number of these people. Their metamorphosis has been the most rewarding result of the training. Working closely with enthusiastic instructors and fellow trainees

has enabled every one of them to experience a remarkable change in attitude and manner.

These two years of EPDA-B2 support have shown that teacher aides can be trained. We now must turn to the more difficult task of encouraging, motivating, and inspiring teachers to use well these qualified aides.

INVITATIONS 1970

Teacher Aides

You Are Cordially Invited

to attend

Commencement Exercises

Friday morning

June twenty-sixth

Nineteen hundred seventy

ten o'clock

Central High School

GRADUATION PROGRAM

1970

The seeds of Learning
Planted with LOVE
Manifest themself...

TEACHER AIDE TRAINEES

Mrs. Dorothy Barsness
Mrs. Lois Bell
Mrs. Ruby Benson
Mrs. Verna Bollman
Mrs. Bernice Botner
Mrs. Nancy Capouch
Mrs. Marilyn Chenarides
Mrs. Eunice Christensen
Mrs. Marcella Crimi
Mrs. Coletta Dickhausen
Mrs. Nancy Dotts
Mrs. Margaret Ellertson
Mrs. Linda Gangelhoff
Mrs. Gerry Gowan
Mrs. Mary Hanson
Mrs. Gayle Hart
Mrs. Elizabeth Kasprowicz
Mrs. Jody Kazensky
Mrs. Mildred Kirchoffner
Mrs. Jackie Meyer
Mrs. Darlene Miller
Mrs. Connie Mohr
Mrs. Olive Richer
Mrs. Delores Rhynes
Mrs. Daphine St. Germain
Mrs. Connie Sannes
Miss Christine Schneibel
Mrs. June Sembrick
Mrs. Lois Sundholm

GRADUATION PROGRAM

June 26, 1970

10:00 A.M.

Invocation	Rosemary Wiley
Music "Time For Us" . . . . . Accompanied by Connie Mohr	Chris Schneibel
From the elementary	Nancy Dotts
Music "The Impossible Dream" . . . . . Accompanied by Connie Mohr	Chris Schneibel
From the secondary	Marcella Crimi
Presentation of class	Margaret Abbott
Presentation of certificates and congratulations . . .	Dr. Harold Bergquist
Remarks	Dr. Wayne Worner
Skit	Aides
Benediction	Margaret Ellertson

Refreshments

FROM THE ELEMENTARY

by Nancy Dotts

Last spring as I sat on the floor hemming a costume for a student play, another aide popped her head in the doorway. "What's this," she quipped, "a new task for teacher aides?"

I looked at her for a moment before replying, "Jane, exactly what is it that we are supposed to do?" She only laughed as she continued down the hall, for she knew as well as I that there was no clear-cut answer.

But this is what intrigues me about this vocation of the teacher aide. It's so diversified. You could be asked to help with a reading group, direct a play, operate a projector, or cut letters and construct a bulletin board. You might need to settle a quarrel between two students, grade papers, type a report, or supervise a lunch room. There are over eighty such tasks listed in the handbook we received two weeks ago. I won't say I've done them all (my typing leaves a lot to be desired and until this week I hadn't the foggiest idea how to make a transparency) but I could probably add a few of my own; such as hanging mobiles from a classroom ceiling, sewing up the seat of a ripped pair of pants, applying an ice pack to a bloody nose. . . .

These little extras bring out the mother instinct in me. I say mother because I feel that the day I accepted the position at Elelson, my family grew from four children to 204. It's impossible not to become involved with them. You sense their sincerity, their disappointment, their anger, and their pride. I was just as nervous and excited as my reading group on the day of our performance of "Little Rooster." It was a little, nonsensical skit that lasted for about five minutes, but with all the props, costumes, and practice, you would have thought it was a major production. The curtain closed with rousing applause and we all were thrilled at our success. I can't imagine a more rewarding occupation than the field of education.

Most of what I've discussed so far can't be taught in two weeks of classroom instruction. We've all felt the pressure of being limited in time. On our first day of classes we were asked to reflect on each other. I'd like to take a moment now to reflect on our instructors. Yes, I feel that we heard you Mr. Abbott, Mr. O'Shea, Mr. Kinzler, Mr. Leach, Mrs. Peterson, Mrs. Wiley, and Mrs. Cochran. You taught us the meaning of flexibility,

encouragement, challenge, creativity, variety, and student rapport. These are qualities needed in our work. I don't pretend to have them all, but I do think they will develop and grow within all of us as we work with children this fall.

We are the aides of the seventies. It is predicted that this decade will bring great changes in the educational system. The teacher aide is a change in the right direction.

I'd like to thank our elementary instructors and a special thanks to Mrs. Abbott who coordinated the program.

FROM THE SECONDARY

by Marcy Crimi

Congratulations, teachers! Has this been the longest two weeks in your teaching career? Unfortunately, instructors are too often forgotten at the termination of a period of learning. I would like to add the names of Mr. Knipe and Mr. Hanley to those previously mentioned. Sincerely, our thanks to all of you.

We have had two weeks of formal exchange, which has provided a braod base upon which to build improved service to our children, by freeing our teaehers to exercise their professional abilities to the fullest extent. This exchange has brought contact with present teacher aides, teachers and administration, all of which has given us an insight into the problems of today's educators.

Education has changed much since some of us attended school. This was very evident when we attended Ben Franklin School yesterday.

As parents and interested citizens we could not help but benefit much from this experience. But for us, it is a call to service. Our participation has been a commitment. May our relationship continue to be friendly, and a real <u>aid</u> to the children we all serve.

Trainees and friends listen to graduation speaker.

TEACHER AIDE GRADUATION

Dr. Wayne Worner

It certainly is a pleasure for me to have the opportunity this morning to speak with you on the completion of your program. My remarks will be brief and historical in nature as a person who has viewed the evolvement of the teacher-aide role in the Grand Forks School District over the past few years.

Three and one-half years ago the concept of the teacher's aide was born in North Dakota, and for the most part, in the Upper Midwest.

At that time there were no teacher aides, as such, in North Dakota and perhaps only half a dozen schools in the Twin City area were beginning to explore the possibility of using non-certified personnel in the schools.

Several of the people on the staff of this summer workshop and seated in this room deserve the credit for the development of this concept.

Mrs. Margaret Abbott, who in 1966 as a representative of the Grand Forks Education Association and the North Dakota T.E.P.S. commission, brought to the attention of then Superintendent H. Edwin Cramer, that the National TEPS Commission had designated that year as the "Year of the Non-Conference," a decision that no national conference would be held and that rather, school districts throughout the country, which were involved in certain promising educational practices would be designated as visitation sites for commission members.

The Grand Forks application to NTEPS was written, submitted and selected as one of fifty original visitation sites. Dr. Harold Bergquist, at that time a principal intern under the NASSP program at Central High School, and Mrs. Abbott worked together at coordinating the visitors and publications throughout the year. In the early winter months, Dr. Bergquist wrote and submitted to Title III, ESEA officials, a grant required entitled "The Teacher and His Staff"--a proposal which suggested the concept that teachers roles might be more professionalized, instruction improved and teacher shortages relieved by conducting an extensive research program on the ways in which teacher aides or para-professionals might be used in the classroom. The grant request was approved, and Mrs. Abbott was named to direct the program.

Also, during that period of time, three principals, Jerry Abbott, Dan O'Shea, and Duane Taylor, were very active in the encouragement of parents and other interested adults to become a part of the school program. All three had great success in organizing and implementing programs of volunteer aides in their respective schools.

The beginning of the formal program involving paid teacher aides was very interesting.

Dr. Wayne Worner speaks
to graduates.

The selection of experimental and control schools caused considerable consternation. The research design called for extensive testing of student attitudes and achievement and various teacher inventories. Control schools showed considerable reluctance, since they saw no discernible benefits for those who were not to receive the aides and supporting travel and material funds.

Evaluation procedures were refined and re-refined in an attempt to secure as much meaningful base-line data as possible.

Questions were raised as to the underlying motivation for such a project. Was the district trying to replace teachers? Was this only an attempt to save money?

In the fall of 1967 Mrs. Abbott, with heart in hand (and I suspect a little tongue in cheek) set about the task of working with three principals to establish a program of teacher aides in three schools.

Beginning brand-new with no guidelines, no position descriptions and a hope that applications would be forthcoming, the initial plans were made.

As it turned out the supply of candidates problem did not exist. Nearly 100 applicants sought employment in the program that first year.

General guidelines were written and ground rules established and this program was off and running.

More writing followed, including revised guidelines, training booklets, handbooks for aides, handbooks for principals on how to select and assign aides, handbooks for teachers on how to use aides, press releases on programs, slides and tape presentation, 16mm film presentation, resubmission grants, evaluation reports, quarterly financial reports, conferences, work sessions and more revised forms.

Over the three-year project the State and Federal guidelines changed. As regulations shifted to provide funds for handicapped students, a new class of specialized aides emerged--speech therapy aides, recreation aides, aides for special classes of mentally and emotionally handicapped.

Mrs. Abbott could write a book (although she has already written enough to fill two shelves in my office) about the humorous and the not-so-humorous things that have happened, such as the "untrained and uncertified people who have better rapport and success with students than the teacher."

As the project evolved it became evident that certain advantages could be gained by providing pre-employment training sessions for aides-to-be.

Drawing upon the experiences of the first year and one-half of the project, Mrs. Abbott submitted the first summer teacher-aide training program in North Dakota under the E.P.D.A. of 1969.

This project was approved for the summer of 1969 as the first group of aides met for a four-week training session at Central High School. Your experience this summer was made possible under that same type of funding.

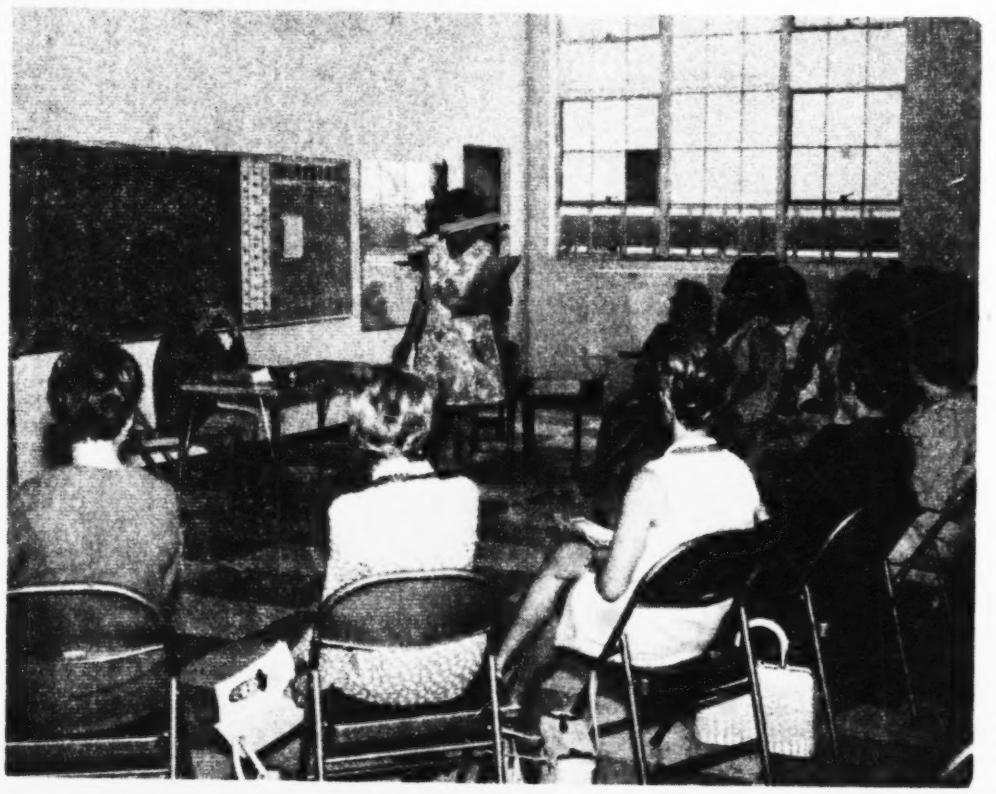
Well then, what has happened over the past three and one-half years? What have we learned about Teacher Aides?

We've learned much, much more than we ever expected.

First of all, we learned that aides are unique--there is no all-inclusive job description into which an aide can expect to find herself.

We also found that the hub of the program is interpersonal relationships. Aides must work successfully with principals, teachers, students, parents and other aides.

The politics of teacher aides has also proved interesting. Individual teachers cherish the aide as a positive influence to the classroom and the profession. Teachers organizations fear that the aide may reduce employment opportunities.



The trainees present their graduation skit on "how not to be an aide."

State departments are confused by them. Most states have made regulations to exclude non-certified teachers from teaching, but teaching is impossible to define clearly. Certainly aides are a part of the instructional process and in part they may teach.

School boards don't quite understand them; they recognize the potential for increased and decreased expenditure because of them.

On the other hand, there are certainly some things we do know: aides are a part of the "changing face of education." That "changing face" includes a different look at time, numbers of students, curriculum and staffing of schools.

We know too that you have a significant contribution to make toward our mutual task of improving educational opportunities for children and we look forward to that.

May I congratulate you on the completion of your course and wish you good luck in your new career.

GRAND FORKS
PUBLIC SCHOOLS
Training Program for Teacher Aides

This Certificate Is Awarded to

in Recognition of Attendance, Participation and Completion of the Requirements Prescribed for the Program in

Teacher Aide Training.

Dated

Director, Teacher Aide Training Program

Superintendent of Schools

President School Board

CLASS GROUPING

Secondary

A.	Mrs. June Sembrick	Erskine, Minn.
	Mrs. Nancy Capouch	Grand Forks
	Mrs. Connie Mohr	Grand Forks
	Mrs. Marcella Crimi	Grand Forks
B.	Mrs. Jody Kazensky	Grand Forks
	Mrs. Darlene Miller	Grand Forks
	Mrs. Linda Gangelhoff	Grand Forks
	Mrs. Delores Rhynes	Grand Forks
	Mrs. Gerry E. Gowan	Grand Forks

Elementary

C.	Mrs. Eunice Christensen	Grand Forks
	Mrs. Connie Sannes	Grand Forks
	Mrs. Mary Hanson	Grand Forks
	Mrs. Nancy Dotts	Grand Forks
	Mrs. Coletta Dickhausen	Langdon
D.	Mrs. Ruby Benson	LaMoure
	Mrs. Olive Richer	Grand Forks
	Miss Christine Schneibel	Grand Forks
	Mrs. Marilyn Chenarides	Grand Forks
	Mrs. Margaret Ellertson	Grand Forks
E.	Mrs. Lyle Hart	Langdon
	Mrs. Bernice Botner	Litchville
	Mrs. Mildred Kirchoffner	Grand Forks
	Mrs. Jackie Meyer	Grand Forks
	Mrs. Verna Bollman	Grand Forks
F.	Mrs. Daphine St. Germain	Grand Forks
	Mrs. Lois Sundholm	Grand Forks
	Mrs. Dorothy Barsness	Grand Forks
	Mrs. Lois Bell	Grand Forks
	Mrs. Thomas Kasprowicz	Strandquist

TRAINEE STATISTICS - 1970

Age	No. of Trainees
18-20	3
21-25	2
26-30	3
31-35	5
36-40	7
41-45	5
46-50	1
51-55	2
56-60	0
61 +	1
	29

Education	No. of Trainees
High School	10
Business College	2
1 year College	6
2 years College	6
3 years College	3
4 years College	2
	29

Income	No. of Trainees
None	6
to $2,500	2
to 5,000	6
to 6,000	6
to 7,000	2
to 8,000	0
to 9,000	2
to 10,000 +	5
	29

Dependents	No. of Trainees
0	8
1	0
2	4
3	7
4	7
5	3
	29

E P D A DAILY SCHEDULE

10 Secondary A=5 B=5

20 Elementary C=5 D=5 E=5 F=5

Time	Clerical Practicum	A.V.	Math	Social Studies
7 to 8	A	B	CD	EF
8 to 9	B	A	EF	CD
			Library	Language Arts
9 to 10	CE	D	F	AB
				History
10 to 11	DF	C	E	AB

11 to 12 Closed Lunch Together

				Elem. Misc.	Math
12 to 1	0	E	C	DF	AB
					Science
1 to 2	0	F	D	CE	AB
			Science	Lang. Arts	Misc.-Sec.
2 to 3		0	CD	EF	AB
					Library
3 to 4		0	EF	CD	AB

Discussion Sessions
Elementary and Secondary

1st Wed. 3:30 to 4:00

1st Fri. 2:30 to 3:00

2nd Wed. 1:30 to 2:00

2nd Fri. Graduation
12:00 to 1:00

Coffee time in classes
Carry lunches and eat together

This schedule is intended to be flexible. It is not fixed or rigid in that we hope individual trainees will schedule themselves into those areas where they are in need of the most training. For example: a trainee with ability and background in clerical or library will be expected to use this time to advantage in other areas.

May 1970

GRAND FORKS PUBLIC SCHOOLS
GRAND FORKS, NORTH DAKOTA

Re: Teacher Aide Regulations

The following regulations are presently applicable to teacher aides employed in the Grand Forks School District.

General regulations in regard to duties, salaries, length of term, etc., apply to all teacher aides employed by the School District.

Contracts

The teacher aide contract is for 190 days. They will be paid only for hours and days actually worked.

The aides will report their time to their principal on the 7th and 22nd of each month on forms provided. The principal will initial these forms and send them to the Personnel Director so that they arrive no later than the 9th and 24th of each month.

Pay Dates

First and fifteenth of the month.

Hiring Guidelines for Clerical and Instructional Assistants

Clerical Assistants

$1.60 per hour - $12.80 daily rate - 8 hour day

Instructional Assistants

$1.68 per hour - $13.44 daily rate - 8 hour day - w/o degree

$1.76 per hour - $14.08 daily rate - 8 hour day - w/degree and no experience

$1.84 per hour - $14.72 daily rate - 8 hour day - w/degree and experience

No Sick Leave
No Insurance

Fringe Benefits: Social Security, Oasis, Workmen's Compensation

Note: The work presented or reported herein was performed pursuant to grants from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education and no official endorsement by the U.S. Office of Education should be inferred.